

The Week

HOME 1-5
Sheila Browne to head languages enquiry
European IT programme under budget threat
Students claim 20 per cent rise in grants

OVERSEAS 6-7
Afghan universities in total disarray
Utrecht dental school closure to go ahead
German graduates "too old", say rectors

ARTICLES 8-13
Jon Turney describes the Advisory Board for the Research Councils in "Briefing"; and David Walker talks to the municipal engineer who has moved to a chair at King's, 8
Polyversities: John O'Leary discusses the national dimension; and David Jobbins reports on a survey of shrinking student income, 9
Charles Carter recalls how the Robbins report was received in the new universities 20 years ago, 11
The New History: R. H. C. Davis, Emmanuel Le Roy Ladurie, Royden Harrison, John Roberts, Keith Thomas and Hugh Trevor-Roper contribute to a two-page symposium, 12-13

NOTICEBOARD

BOOKS 15-23
Kenneth O. Morgan reveals the first volume of Robert Skidelsky's biography of Keynes, 15

John Cruickshank discusses French and German writers during the last war (16), D. J. West reviews a new study of juvenile delinquency (17), and Christine Bolt reviews a biography of Booker T. Washington (8)

MATHEMATICS AND PHYSICS 19-23

CLASSIFIED INDEX

24

OPINION

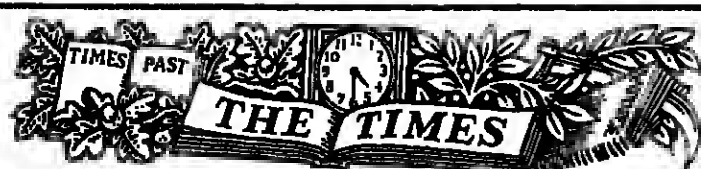
30-32

Bernard Crick discusses Barbra's noisy reception at the Barbican; Jane Nicholls of the Federation of Australian University Staff Associations looks at the position of women in Australian universities; and Don's Diary from Peter Bourne formerly of the North-East London Polytechnic, 30
Letters on the Adam Smith Institute on Scottish education, Oxford admissions and "Union View" from Tommy Sheppard of the National Union of Students, 31

Next Week

Eric Ashby discusses how friends and colleagues influenced his academic career
Toby Weaver on why the binary policy was inevitable
Tim Champion in the "new" archaeology
The UGC's Great Debate History books

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The NAB's bottom line

At its meeting next Tuesday the board of the National Advisory Body will consider the most important piece of unfinished business left over from its residential meeting three weeks ago, the method that will govern the distribution of the advanced further education pool. This will decide how much money each institution will actually receive next year and so is really the "bottom line" of the whole NAB planning process.

The board has three options from which to choose the method it wishes to recommend to the committee. The first is the formula method, which means that the money each institution is to receive should be linked with the number and mix of students which that institution has been allocated for 1984/85 under the NAB plan. A logical and equitable choice - except that it produces a substantial shift of resources away from polytechnics and towards other colleges at a national level which is considered unacceptable and at an institutional level large losses, and gains, of income that cannot be sensibly absorbed over a short period. In other words it produces the wrong answer and the rate of change is unsustainably rapid.

The second option is, to adopt the perhaps inescapable terminology of the NAB itself, the subquent method. In simpler English this means that different kinds of institution in the non-university sector should be funded on different bases. In even simpler English this means that polytechnics (and perhaps a few other large colleges) would be funded more generously than the rest.

Again, a lot can be said for such an approach. After all universities, as a group, are funded much more generously than polytechnics and colleges. So why should similar discrimination not apply within the non-university sector, especially as the cost of providing isolated advanced courses in further

education colleges is so clearly different from that of offering a comprehensive range of such courses within a large institution with a strong higher education mission.

The drawback with this second option, of course, is where to draw the line (lines)? Should polytechnics only receive different treatment? Or polytechnics plus a few Humberides and Ealing? What about the small colleges both specialist and liberal-arts which nevertheless offer only advanced courses? Should there be two subquent or more? Is there a danger of producing a framework that is too rigid to accommodate future change in the status of institutions? There are many such unresolved questions.

The third option is what the NAB secretariat calls the base method - base in more than one sense, some may reasonably comment, because it so obviously starts with the answers and works back. The idea here is that each institution would receive an allocation based on its share of last year's pool, which of course was based on student totals two years before. An across-the-board 1 per cent cut would be assumed. Those institutions allocated more students under the NAB plan for 1984/85 would have their allocations increased by applying the average unit of resource suitably weighted. The outcome would be that the link between the student targets and the cash allocations recommended by the NAB would be very tenuous.

There is almost nothing to be said for this third option. It would discriminate quite unfairly against institutions that have grown rapidly in recent years like Teesside Polytechnic and Bolton Institute of Higher Education. But, more important, it would make a nonsense of the NAB itself. We have a national body that is supposed to plan for the future if the money is going to continue to be shared out according to the past?

The choice between the first two options is more difficult. The first has the advantages that it tries to establish a common price for a common product right across the non-university sector, which in the past has been characterized by bizarre and illogical price differentials and is firmly linked to planned student targets in the future rather than reported student totals from the past.

The second has the advantage that it accepts realistically that a common scale of prices cannot be established across-the-board in a sector as heterogeneous as that covered by the NAB - but the disadvantage that it falls back on a discrimination based on historical and so arbitrarily determined categories of institutions. So the choice seems to lie between the formula method which is forward looking but inflexible and the subquent method which is more flexible but less progressive.

The NAB board will have to try to mix and match the best features of both methods. But it would not be reasonable to expect them to complete such a delicate and involved job at next Tuesday's meeting. Perhaps the best outcome would be for the board to recommend to the committee that the formula method should be adopted in the short term, although particular attention would need to be paid to the need to mitigate/moderate the negative effects of violent rates of change, but that in the long term a more flexible method capable of more sophisticated discrimination should be adopted which would depend mainly but not entirely on segregation into subquents based on different types of institution. The second is next year's job rather than next week's, but the second is immediate decisions need to be informed by a broader sense of the direction in which it would like the funding pattern to move.

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Laurie Taylor



I don't want to prolong the discussion, Professor Bedeworth, but I wonder, could I press you just a little further on this matter?

Certainly, vice chancellor, although I must say that I thought there was no lack of clarity in my original presentation. Of course not, Professor Bedeworth. A thoroughly admirable presentation in every way. But you'll appreciate that, in this rather vexed area, it is particularly important that all members of Senate have an adequate basis upon which to come to their conclusion.

Quite so, vice chancellor. Thank you, Professor Bedeworth. Well, to come straight to the point, I must admit that at the end of your careful and detailed exposition, I was still a little unclear on one point of detail. I wonder if I might phrase my uncertainty in the form of a question?

Certainly, vice chancellor. Well, not to beat about the bush, Bedeworth, did Chetwynd actually become a monk?

Yes, yes. No-one is doubting that, Professor Bedeworth. We have all the chronological evidence in front of us. But what exactly happened to him when he entered the monastery?

As I've also explained in my report, vice chancellor, Chetwynd is now on his way to becoming a novitiate. A novitiate?

Yes, vice chancellor. Professor Bedeworth, you'll appreciate that this is rather a mysterious world to the layman; might one regard a novitiate as... well... an apprentice monk?

I'm not completely happy with the comparison, vice chancellor. "Apprentice" has connotations of trade. Perhaps a more academic analogy might be preferable. Say, "monk designate".

Excellent. Well, I think that Senate has now quite enough information to make an informed decision possible. May I, therefore, see those in favour of the proposal that "Chetwynd be regarded for the purposes of his discussion as a monk". Thank you. That looks almost unanimous. And those against? Thank you.

And abstentions, vice chancellor. Yes, thank you, Dr Trigid. And two abstentions. So I'm happy to say, Professor Bedeworth, that Senate has voted quite clearly in your favour. We are agreed on the basis of Chetwynd's monklike predilection; that your three-year course on monasticism be classified as vocational; and the Bursar will accordingly make the appropriate request to the UGC for two extra students. Now, any other non-religious business?

The Times Higher Education Supplement

November 11, 1983 No 575 Price 50p

NAB final draft aims at 17,000 more students

by John O'Leary

Polytechnics and colleges would be asked to take 17,000 more students than last year under the final version of the National Advisory Body's plan for 1984/85 recommended by its board this week.

The new targets show an increase of some 3,000 students on the proposals made by the NAB secretariat at the end of August, most of the new places coming in full-time degree courses in the polytechnics and the larger colleges. A residential meeting of the NAB committee, chaired by Mr Peter Brooke, under-secretary for higher education, will consider the plan in a week's time.

Mr Christopher Ball, chairman of the board, said of the revised proposals, agreed at an all-day meeting on Tuesday: "I can now say with complete confidence that access to higher education is assured under the Robbins Principle for 1984/85." He added that he had not altered his view that six institutions would be threatened by the plan.

The committee will be asked to sanction course cuts which would result in the closure of Nonington College, Kent, West Midlands College of Higher Education and possibly Fleetwood Nautical College. Hertfordshire College would merge with Hatfield Polytechnic and the Inner London Education Authority would be asked to consider mergers between Thames Polytechnic and Avery Hill College, and St Martin's School of Art and the Central School of Art and Design.

However, new proposals for mergers between Maidstone and Canterbury colleges of art, and Bath College of Art and Bristol Polytechnic, will be shelved for a year pending further discussions which will start next week in a new

committee to be chaired by Mr Ball.

The changes sought by the board at its residential meeting in Eastbourne were largely achieved with a reduction in part-time place making room for another 450 full-time students. But the transfer of several hundred places from small colleges into "major institutions" will be considered for 1985/86, unless agreements can be reached immediately.

Mr John Bevan, the NAB secretary, expressed satisfaction with the revision of the plan, which he said had been conducted "with almost indecent haste."

A final decision on details of a funding system for 1984/85 will be left to the committee, but the board strongly favoured the division of the £580m advanced further education pool into three categories, for polytechnics, major and minor colleges. Only two members supported the scheme put forward by the Department of Education and Science, which would have based allocations on 1982/83 budgets.

Roughly half the £20m added to the pool at the request of the NAB committee will go towards protecting funding levels per student. The remainder will provide more than 2,000 additional places, half of which are recommended to go to inner London. Late opposition to the concentration of new places in London and the south east will be reported to the committee, although a majority of the board supported the secretariat's proposals.

The plan now sets a target of 259,700 places in 1984/85, of which 196,500 would be on full-time and sandwich courses and 63,200 part-time. Almost 160,000 would be on degree or postgraduate courses and almost 100,000 sub-degree.

Anger at CNAA town planning ranking

by Karen Gold

The Council for National Academic Awards, in a volte face which has brought angry reactions from polytechnics and colleges, has provided ranking of town planning departments in order of quality for the National Advisory Body's planning exercise.

The NAB board this week reversed its decision on three of the four town planning departments it had marked for closure, as a direct result of advice from the CNAA and Her Majesty's Inspectorate. The board had decided that departments in Leeds, Liverpool and Trent polytechnics and Chelmer Institute of Higher Education should close, while the previously threatened ones at Central London and Coventry Polytechnics and Gloucestershire College of Arts and Technology should now remain open. Chelmer is the only college to remain on the closure list.

The request for ranking came from the NAB after its residential weekend meeting on the planning exercise last month. The CNAA secretariat drew up a list of three groups of departments, those "of quality", those "which are broadly similar in quality" and those "which are considered to be somewhat less strong than the second group".

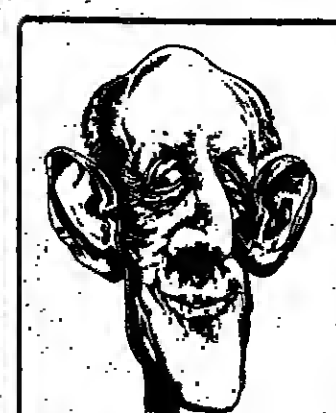
In a letter to the NAB enclosing the

list, the CNAA chief officer Dr Edwin Kerr argued that the list did not represent a ranking, but only a grouping. The CNAA would prefer the NAB to start again on the town planning exercise and set up a transitory group with the University Grants Committee before any closures were decided.

The list went from the CNAA secretariat to its two planning boards. In a heated meeting, three of the 13 board members present voted against the grouping exercise; one refused to participate. One change was made to the list - Birmingham Polytechnic was moved from Group II to Group I before it was approved by the CNAA's NAB working group.

The CNAA list, with groups in alphabetical order, was: Group I: Birmingham Polytechnic, Coventry Polytechnic, Oxford Polytechnic, Polytechnic of Central London, South Bank Polytechnic; Group II: Bristol Polytechnic, Chelmer and Gloucestershire colleges; Group III: Leeds Polytechnic, Liverpool Polytechnic and Trent Polytechnic.

The HMI list, reluctantly presented to the NAB meeting excluded the two colleges and ranked the other departments in order from one to nine. They were: Oxford, Coventry, South Bank, PCL, Birmingham, Bristol, Leeds, Trent, Liverpool.



1983: Toby Weaver on why binarism was inevitable, 14



1983: Polyversities in Ulster, Paisley and Aberdeen? 10

Eurovision of the year 2000

from Jon Turney

A stricter division of labour within higher education with some institutions concentrating on mass teaching and others on research and training, was the dominant theme at the end of Europe conference "Universities 2000" in Strasbourg this week.

Umberto Agnelli, vice president of Fiat, argued that higher education should be extended to include "vocational" but he also said that centres of excellence in the training of a technologist would have to be maintained in the main university.

He also said that a three-tier system

was proposed by Mr Peter Lawetz, rector of the Technical University of Denmark. First would come colleges that offered the first two years of higher education followed by professional schools and topped by academies, centres of advanced research.

Mr Lawetz suggested that ordinary university teachers should not be expected to do research, except to keep up with their subject, and that salary scales should be inverted so that they were encouraged to teach rather than research.

However, there was a split of the conference on how much freedom higher education should enjoy. Mr Noel Thompson, under-secretary at

New look for The THES

The order of some pages and position of some regular features in *The THES* has been changed. Letters to the editor now appear on page 2 to mark the new prominence readers' views should be given as the great debate about the future of higher education gets under way.

Don's Diary, Union View, the reamed Party Line from Jack Straw, Keith Hampson and Ian Wrightsworld, and the regular columns by Patrick Nuttgens, Ernest Boyer, Bernard Crick and Tessa Blackledge will now appear at intervals in the front half of the paper to provide a contrast with the news and articles.



Fighting for survival

Duncan's Horses which have survived art controversy, a fire and the weather for nearly 100 years may only last another few months unless money is found for their restoration. The sculpture is now at the field station of the Royal Veterinary College, at Hawkshead, Hatfield. Their sculptor, Adrian Jones, who was also a vet, was inspired by Duncan's horses in Macbeth.

After an army career with the Royal Horse Artillery, Jones took up sculpture and created the horses in 1892, executed in plaster. But in what became known as "the great art scandal" he was accused of using a "ghost" (a talented artist) to produce his work.

The statue went on show at the Crystal Palace and Jones also reproduced the horses on the Wellington Arch. Duncan's Horses went on show at the Crystal Palace, survived the 1936 fire, was stored away, then erected at the RVC. But the statue is deteriorating badly and £30,000 is needed urgently to cast it in bronze to ensure it survives. Donations may be sent to the college.

DES vetted questionnaire reveals Sir Peter

by Ngao Crequer

Department of Education and Science officials vetted the University Grants Committee "strategy" letter before it was sent out. It was revealed this week.

Sir Peter Swinnerton-Dyer, chairman of the UGC, was asked at a press conference if the committee had asked for further guidance from Sir Keith Joseph, Secretary of State, beyond that contained in Sir Keith's September letter asking for fundamental reforms.

Sir Peter said: "No, not in those terms. But DES officials saw the letter and made some drafting suggestions." He said no major changes had been made.

The disclosure is bound to worry universities who have always understood that the UGC kept a strict independence from the DES. The letter, which puts 28 questions about the future of the university system, was largely written by Sir Peter himself although some of the phrasing is similar to statements made by DES officials in the last few weeks.

Sir Peter foresaw that within the next decade, between the university and public sector there would be fewer institutions altogether, and closures would be better than "nibbling, blis off" all institutions.

He could conceive of a situation where the UGC grant was cut so severely they would have to say to the Government that the least damage would be done by reducing the number of institutions. It would be up to the Government to say which, as it would be a political decision.

But Professor Keith Clayton, vice chairman, said he thought the UGC

would definitely have a list. Sir Peter said there were already a number of institutions which were near "the minimum sensible size" which he defined at around 4,000 students for those teaching the full range of subjects.

He also confirmed a preliminary finding by *The THES* that the university had not offered to provide sufficient extra student places for 1984 and 1985 to meet the Government's special request. They had offered for each year, 2,500 places in the sciences, and 1,000 in the humanities. "This is below what was requested, but for no extra money it is quite good."

This week universities have been reprinting thousands of copies of the letter to ensure the widest possible debate. Professor John West, vice chancellor of Bradford University said: "This is a tremendous break with tradition, inviting responses from any group, community or individuals to write direct to the UGC. I am encouraging everyone to enter into this."

"Personally I think this is an opportunity for universities collectively to put in an exciting plan for the next 10 years, it may even affect whether there are to be cuts after all to the university."

Professor Randolph Quirk, vice chancellor of London University, welcomed the opportunity for a thorough exploration of different options for the future.

"This does not mean we are in any way resigned to further diminution of resources for the university sector, but we need to face the future forewarned and prepared, in sharp contrast to the *fait accompli* in July, 1981."

The 28 questions, page 12

Leaders' back page

Letters to the editor

Inconsistency in NAB thinking

Sir, - The letter from Dr. Dubbey (*THES*, September 30) concerning the weightings used by the National Advisory Body, demonstrates one example of the inconsistencies inherent in the NAB planning exercise.

There is, however, a much more fundamental inconsistency in current NAB thinking which is embodied in the initial NAB response to its 1984/85 planning exercise and which could have serious consequences for its own future and hence for the future of the public sector on further education.

When the NAB initiated this exercise it invited i.e. as institutions to give their considered views on "the number of home and EEC students for whom its colleges could provide without detriment to the quality of the education" the clearly specific economic constraint was "a reduction of 10 per cent in Advanced Further Education expenditure in real terms".

From the initial NAB student allocations which emerged in response to this planning framework it appeared that most institutions were given roughly what they asked. However the findings indicated that the economic constraint underpinning the planning exercise had changed completely. Institutions and authorities were now advised of a unit of resource per student and the question of how many students they could cater for with a 10 per cent reduction in the pool allocation was ignored. Three important conclusions could be drawn from this:

1. Had the institutions been asked how many students they could take on a unit cost basis, the considered answers would certainly have been quite different from those given to NAB.

2. The initial NAB student and financial allocations appear to have re-

warded those institutions which either did not submit considered answers or which were inefficient to the extent that they could offer substantial student increases, in spite of a projected 10 per cent reduction in funding.

3. This inconsistency and consequent threat to the credibility of NAB has serious implications for the future. If it is to achieve its declared intention, NAB must be seen to be making its decisions within a consistent and considered planning framework. Also if it is to have reliable data upon which to base its future planning, the institutions must be convinced that its questions are to be taken seriously.

Thus the current move by NAB away from its initial proposals is not a question of "NAB gives way to poly pressure" - your front page headline of October 21 - but a logical, if belated, return to the original planning framework. The proposed alternative

(logical) methods now being developed by NAB relate the financial allocations to the replies given by the institutions to the initial NAB questions; they are therefore consistent, credible and as fair as is possible under the severe constraints imposed by the Government.

Thus this issue should not be seen as a choice between types of institutions in the public sector. The national educational and training needs and demands are sufficient to provide a satisfying role for them all. The key issue for the future of NAB and AFE in the public sector, is that NAB retains its credibility and the cooperation of the authorities and all the institutions.

Yours faithfully,
D. HYKIN
38 The Highway,
Sutton, Surrey.

Truth about DES research

Sir, - Your news item, "DES study research" (*THES* November 4) conveys a misleading impression of the publication status of the Department of Education and Science funded research for the Advisory Board for the Research Councils published this week.

This is the advice of Professor Sir Ronald Mason, former chief scientific adviser to the Minister of Defence, in his report on commissioned research for the Advisory Board for the Research Councils published this week.

Sir Ronald calls for a stronger pivotal role for the ABRC between Whitehall departments and the research councils to safeguard and oversee the implementation of a

national "strategic research" programme.

He was asked in August to investigate why some Government departments were reducing their levels of commissioned research, particularly affecting the Natural Environment Research Council, and the newly-named Agriculture and Food Research Council.

He found that government-commissioned research from the NERC fell by £7.7m in five years to about £20m in 1982/83. Strategic research was halved in the period, threatening important national programmes including geological survey, land use studies, and investigations of pollutants such as acid rain.

His answer is to give the ABRC the job of filling in the gaps in the underlying research of national in-

terest. He calls for the board to have "a stronger role, a stronger independent membership" and more scientific support.

He recommends that it should have more of its chairman's time, and that scientific staff be seconded from the research councils at Swindon to an enlarged secretariat at the Department of Education and Science.

He also recommends the Government appoint senior scientists as part-time chief scientific advisers to all departments to advise on research, copying the MoD model. He welcomed the recent appointment of Sir Sam Edwards, a Cambridge physics professor, to the Department of Energy in just such a post.

He also urges greater exploitation of the university research capability and expressing concern at the inflexibility of

Pre-clinical school gets £10m funding

The University Grants Committee is to provide around £10m to create a single pre-clinical school for St Bartholomew's and the London Hospital Medical Colleges on a site at Queen Mary College.

The BLQ controversy has raged for 10 years, over where the new school should be, and whether the medical colleges should leave their sites. Bart's may still decide to fight the decision.

In a letter this week to London University, UGC chairman Sir Peter Swinnerton-Dyer spells out the committee's view. They are against placing the school at Bart's site, they say, because there would be no multi-faculty environment, nor close integration with clinical teaching, there are falling bed numbers in the area, and building adaptations would be costly.

On the other hand QMC is a science growth area under London's restructuring plans. It is near the London Hospital, which is shortly to be rebuilt and this will offer integration with clinical teaching.

In supporting the QMC site there were three ways to do it: build a new pre-clinical school; locate pre-clinical departments in the geography/geology building, with new accommodation for anatomy or multi-use laboratories; or build a new chemistry building, local pre-clinical departments in the chemistry tower, with some new accommodation for anatomy and multi-use laboratories.

The committee has decided to provide capital grants for the third option, which will be around £10m depending on the sale of other buildings and land.

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Open College launched

The Open College of South London was launched last week with a conference to mark a further lifting of barriers to adult returners to higher and further education.

Seven colleges and adult education institutes have combined with the Polytechnic of the South Bank to offer a range of return to learning, access, flexible and short courses for students who may have no formal qualifications along the lines of the Open College of the West.

The difference between the two colleges, explained Mr Roger Jenkins, head of the polytechnic's extra faculty unit, was that the OCSL served a decreasing inner city where manufacturing industry had declined by 40 per cent and those in the large black community had a 30 per cent chance of being unemployed.

In the initial six weeks the Open College attracted 4,000 inquiries, and 2,000 telephone calls had jammed the polytechnic's switchboard. Four staff have been appointed to develop the college and by the start of next year each college should have a member of staff responsible.

The Open College aims to provide courses which will provide accreditation if required, containing a return to study element, with no formal entry requirements.

An access course in law for which advertising and promotion was aimed specifically at an Afro-Caribbean community in Britain drew 700 inquiries for only 24 places.

Eurovision

continued from front page

The Department of Education and Science, argued that "the educational system is whether the present university is adequately adapted to society's changing technological and employment needs."

Universities had to show that they could change their priorities and half activities that no longer fitted contemporary needs.

But Mr Heinz Fischer, the Austrian research minister, argued that universities should not attempt to respond to short-term shifts in opinion. Instead education and science policy should pay attention to long-term prospects.

The conference ended with a recommendation to set up a European solidarity fund to foster inter-university cooperation.

Ulster polyversity 'must not lag behind universities'

The University Grants Committee should monitor the level and scope of research in the Ulster polyversity, to ensure that it does not lag behind other universities, says a report by the Northern Ireland Assembly Education Committee.

The report on the merger between the New University of Ulster and Ulster Polytechnic, due to take place next September, says the committee is greatly concerned that the new institution will have a very limited research base.

"Clearly the new institution will have an enormous task in achieving academic status in the early years, and it is vital that research activities should

AUT to push for changes to promotion system

by David Jobbins

A dramatic easing of the promotion blockage facing hundreds of university lecturers is being put forward by union leaders as part of the recommended 1984 salaries claim.

In two years, almost half the academics on the lecturer scale will be on the top point, currently £14,125, with limited promotion prospects because of the senior junior ration which determines the number who pass through the promotion bar.

Leaders of the Association of University Teachers have drawn up a package which includes replacing the promotion bar by an efficiency bar permitting promotion on merit rather than by quota to senior posts.

The University Grants Committee is expected to discuss the issue next month and the AUT is hoping that vice chancellors may be prepared to join in tripartite talks.

The demand for an effective merging of the scales was growing in last year's claim but got nowhere. It has now been re-emphasised in the package of proposals which go to the AUT's December council in Hull for ratification. Its broad proposals are a restoration of historic differentials and a malpractice of living standards but no figure has yet been put on it.

Abolition of the scale under which research, library and other non-teaching staff can be paid below the lecturer scale are also recommended.

It estimates that one in six students sitting university examinations could be affected by symptoms which destroy both the sufferer's concentration - and the concentration of those nearby.

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"Clearly the new institution will have an enormous task in achieving academic status in the early years, and it is vital that research activities should

be carefully monitored by the University Grants Committee to ensure that they are not diminished or weakened to the extent that the institution has limited academic standing," says the report, which was laid before the Assembly this week.

But it also warns that the UGC working party which is to recommend levels of funding for the new institution should not overestimate its ability to grasp the polyversity's situation, and should not seek economies from the merger too soon.

The Government should therefore guarantee level funding for it not only in 1984/85 as it has done, but also in 1985/86 and should allocate another

Threat to youth courses

by Patricia Santinelli

Further education colleges and other sponsors of the Youth Training Scheme may be forced to close courses because of a shortfall in the number of entrants to the programme.

This is revealed in a confidential paper being presented to the Manpower Services Commission's youth training board today. Another paper dealing with next year's YTS shows that the commission is considering cutting places organized by colleges from 55,000, this year's target, to 20,000.

The first paper admits that an overall drop of 40,000 in the YTS client group is anticipated with an eventual shortfall of 20 per cent for the country as a whole. Two weeks ago this was denied by Mr David Young, chairman of the MSC, who put the figure at around 10 to 15 per cent.

The paper points out that although excess places will increase young people's choice, it has serious implications for managing agents and sponsors of both Mode A - employer-organized courses - and Mode B2 courses - those organized by colleges which only get paid for "occupied places".

Apart from being directly affected by the lack of entrants to Mode B2 courses, colleges could also suffer from the shortfall in entry to Mode A, as sponsors may decide to cut college provision as a means of keeping costs down.

Figures released last month show that the number of entrants to Mode A courses was 155,000 on a target of over 300,000. The number of entrants to Mode B2 courses was below 17,000 out of 32,000 places approved on a target of 55,000 places.

The paper points out that one direct effect of managing agents and sponsors having to meet the losses out of their own pockets could be a difficulty in generating places for next year's YTS.

It admits that there are risks in doing nothing to alleviate these difficulties. It rules out increasing payments to agents and sponsors whose places remain unoccupied through no fault of their own on the grounds that it would cost around £10m for the remainder of the year.

"Moreover there would be an expectation that any changes on these lines would continue in the next year when it could be even more expensive and that this money would not provide an extra training for more young people," the paper says.

The only other solution considered by the paper is an amendment of the eligibility rules. But it points out that the inclusion of special groups such as older members of a ethnic minorities groups would not solve the under-occupancy problem.

"This would require extending eligibility rules to other unemployed 17-year-olds, essentially ex-Youth Opportunities Programme graduates and/or 18-year-old leavers. But this would mean not enough places and would prevent early entry to YTS for next year's schoolleavers as well as bit heavily into the 1984/85 budget," the paper says.

Devon County Council has asked four of its colleges this week to make major cuts in expenditure to make up for a heavy loss on the Youth Training Scheme. One of the colleges, Exeter, says it will be forced into bankruptcy and its head, Mr Philip Merfield is seeking early retirement.

Devon is calling on the four colleges to find a total savings of more than £180,000 in this financial year.

Police force

Sir, - May I be given the opportunity to correct Dr P. Waddington's inaccurate and misleading review of my book *Inside the British Police: A Force at Work*, (*THES*, October 28). I have always assumed that a reviewer presents an author's argument before making criticism. Waddington's review is full of reservation and criticism little of which is relevant to anything I have published.

Waddington claims that "Incidents are repeatedly referred to as examples to support different points, suggesting a lack of relevant data, and one is frequently left with the impression that much is being made of little." I have found just 11 repetitions in the 175 pages of text, that are awash with evidential data. My haste in preparing this letter may mean that I have underestimated slightly. Nevertheless, early in the book I state that some repetition is unavoidable if major themes of analysis are to be consolidated. A number of basic analytical points about different levels of meaning and symbolic emphasis pertaining to observation of one incident or documentation of a conversation could be made. "Repeatedly," says Waddington - how unfair and misleading.

Then "much is being made of little," which is as good as sweeping away my scholarly reputation. Much is certainly made by Waddington of my own criticisms of the methodology I have employed, nothing of its advantages. Nevertheless, on the day after the review appeared, *The Guardian* published an account of aspects of a major police study of the Metropolitan Police Force, by the Independent Police Studies Institute. It seems that their work bears out a good deal of my own findings. In his review of my book, John Alderson, one-time chief constable of the Devon and Cornwall Constabulary, suggests that I underestimate the seriousness of the problems the police pose for our society. Lord Scarman's report contains a description of the events that led to the riots of 1981. A reading of that description will prompt certain themes of my own analysis of city policing. I do not think that Lord Scarman or Mr Alderson have been criticized for making much out of little. Waddington's impressions of the work and a gross misrepresentation of my book.

The claim that I do not give "much consideration to the possibility that different officers evolve or adopt different cultural styles to cope with the realities of their work" is incredible. On page 2 of my book I point out that I am dealing with the core of the occupational culture and that different styles and specialisms of policing have to be fitted against the dominant core. My book is about this core of the occupational culture, which centres on crime work.

Then I am accused of portraying the police as a monolithic institution which is the opposite of the thesis I present. A quick glance at pages 156-163 should settle this one; following pages consolidated my treatment of



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the occupational culture as a response to a range of the conditions of police work. Waddington persists because he fears that I could give the impression that all that "need" to be done to improve policing is to change the occupational culture and thus attain the 'loving police force' that is desired". In the final chapter I review a range of possible policy changes covering police authorities, liaison groups, the law, police concerned with senior and junior ranks and, indeed, public perceptions of police effectiveness. Waddington's apprehension seems pointless.

A "loving police force", I am not the only scholar to complain about Waddington's misquotations. In recent months, in the preface to my book I take the liberty to relate my research to my Christian beliefs. I actually wrote that I hope research of the police will be part of "our search for a more loving and just society and therefore a more loving and just police". I think that justice should also be extended to an author.

Yours sincerely,
REV. DR. SYLION HOLDWAY,
Lecturer in Sociology,
University of Sheffield.

when it was reduced).

These are astonishing statements when we remember the difficulties claims of bias have encountered to the past. Could Michael Erben and Patrick McNell be persuaded to reveal their methods so that we can all finally decide whether sociology teaching is or is not biased?

Yours sincerely,
DICKY C. ANDERSON
Director,
Social Affairs Unit

the vice-chancellor and registrar of this university should sign such a letter. We urge them to dissociate themselves from the implication that support for CND, or any other legitimate political cause, or organization, should reflect adversely upon the nationality, intellectual competence or moral integrity of any member of this university.

We would particularly point out that not all of us are CND supporters. Our concern is not with the opposition to CND and unilateral nuclear disarmament expressed by the signatories to *The Times* advertisement, but with the actual language of the letter, which implies that the "Association for the Teaching of the Social Sciences could reduce it (and presumably would know

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RIBA pacts

Sir, - Your article "Criticism built on rocky foundations" (*THES*, November 4) contains certain factual errors which I should like to correct, before commenting on the related editorial.

The Oxford Polytechnic visit was in February; the Royal Institute of British Architects council's decision to influence numbers moving through pre-qualification education was in March. The RIBA visiting board was and is under no instruction to concern itself with reducing student numbers. Indeed, as recently as July this year a school received first-time recognition.

The board's recommendations are based not only upon inspection of portfolios and the exhibition but also upon the school's factual information provided by the school in answer to the RIBA's questionnaire, major project programmes, examination papers and scripts and other written material, and upon discussions with the head of the parent institution, the head, staff and students of the school and the school's external examiners.

The board is concerned with the "quality of courses per se" and the criteria to which the board has particular regard are clearly set out in the procedural document which is sent to the school well in advance of a visit.

The RIBA visiting board panel has a regular programme of meetings. An individual board consists of two members from practice, two from teaching and one student; a representative of the local profession accompanies the board. This was the case for the Oxford visit and there were no RIBA nominated observers.

In the interests of schools, visiting board proceedings are treated by the RIBA as confidential. It is within the discretion of the school visited itself to publish the report on the visit. If the Oxford report were to be published by the school, the board's findings could be read in full and the selective quotations contained in the article could be seen in context.

DON'S DIARY

MONDAY

4pm. Touchdown at Logan Airport, Boston. The Aer Lingus flight from Manchester has been very enjoyable, disproving my colleagues' jokes at my choice of carrier. Anything which avoids the trip to Heathrow is welcome, and the flight to Boston has been reasonably direct, if the touch-down in Dublin and Shannon are excluded. Collected at the airport by a student from Northeastern University and driven to the conference centre for registration. Meet my fellow participants and other than a representative from the Central Bureau for Educational Visits and Exchanges in London, I am the only person here from the UK. After a welcoming social hour spend the rest of the evening with my US fellow participants discussing their favourite topics - why are British troops in Northern Ireland, how did the Falklands War really happen, and how much does Di love Charles? I concentrate on the monarchy.

TUESDAY

4am. Awaken, stomach insisting on breakfast. Reawaken at a more appropriate time. First day of the conference on International Cooperative Education which is being organized by the Centre for Cooperative Education at Northeastern. Northeastern has a long and successful history of co-op (what users of English call sandwich) education, and has in the last few years developed an international aspect - students go abroad to work, with pay, for up to six months. (But the balance leaves a lot to be desired - US students coming to work in the UK far outweigh the potential in this area. We have accepted our first US student, who is now doing a first job at Manchester-based paint-spray manufacturer, and sent a first-year student to work in a hospital near Cleveland, Ohio. There are many reasons for supporting such exchanges and the conference will ensure that we can use Northeastern's experience and facilities. The other participants want to establish international exchange programmes and the morning session concentrates on the initial facilities which institutions should adopt, such as convincing the college hierarchy of the value of such exchanges, and obtaining funding. At lunch am asked by the organizers if I can fill a gap in the next day's programme. Agree to do so, and set the evening aside for preparation of a short paper. The afternoon session is taken up with discussion of the need for language training for students hoping to work overseas. Do English students need to study the US language? My confusion of the usage of simple words like "faculty", "school" and "graduation" suggests perhaps so. A paper from a Boston lawyer on immigration issues follows. The US is cutting back on most areas of immigration, and this includes the provision of student visas. We are told the UK is about to reorganize its system for dealing with student work permits, and it will be no more difficult than at present to obtain these. Dinner on the town has been organized at Jimmy's Harbour-side Restaurant, downtown, which our visiting student had recommended to me back in Manchester.

WEDNESDAY

Reassemble at the appointed time which is either a tribute to the quality of the conference, or to the vast range of distances available in breakfast. The conference is being held at a fast, private college in the heart of Boston.

Boston. Women's colleges in the US are struggling to attract students, so administrators are trying to gain revenue by opening for conferences. As the buildings were not intended for use in the hot season there is no air conditioning, and at 95°F we are all feeling some discomfort. The morning session is concerned with the "culture shock" many students receive when travelling abroad. In the early stages, there is a fascination with the new, followed by hostility to the problem posed by being in a strange culture, then either an attempt to understand the causes of the differences, and an acceptance of the new culture as a genuine alternative, or else taking refuge in a cultural ghetto. As a Glaswegian living in Manchester I reflect on my own behaviour. References to Adler's book on culture shock and to Durkheim's *Suicide* show how seriously my US counterparts take this sub-ject. I had told our polytechnic student to read up on Cleveland and its environs, and to take a lightweight suit. I miss lunch in order to prepare a few flip charts and get my ideas in order for the afternoon. There is an interesting panel discussion on ways of bringing multinational employers into the student exchange process. After coffee, I'm on. Whether its American politeness, or genuine interest in CNAAs, NABs and the structure of polytechnics, or simply no one understands my accent, the talk seems to go down well. The size of Manchester Polytechnic seems to overwhelm everyone, and does the idea of a teaching member of staff also being responsible for the placement of students. The tight structure of our business studies degree with few options available is strange to those familiar only with majors and electives. The need to obtain external approval for most of our courses and the ways in which students and institutions are financed also cause some surprises.

THURSDAY

The most interesting portion of the conference. A panel consisting of three foreign students currently working in the Boston area. One is Chinese, one West German, and one is from Belfast. Everyone seemed to benefit from these programmes - students, employers, academic institutions. Their enthusiasm and empathy underlines another reason for supporting international exchanges, surely international understanding is more vital than ever. Two of the students are working in computer departments, the German postgraduate with the local symphony orchestra. Lunch and the final paper. The representative from the central bureau discusses those UK and international organizations which can give help and advice, but alas not money, to institutions wishing to develop international exchanges. The UK government intends to rationalize these. Less duplication, or more bureaucracy? The conference ends with a closure speech from the organizer.

FRIDAY

To the hospital in Falmouth, where our student is working in the finance and projects department. His job has been found by Lake Erie College, based some 20 miles east of Cleveland and he is living on campus, five minutes walk from work. His supervisor, the student and I, discuss his work, impressed and relieved to hear of his excellent performance. There is a private risk in finding a job for a student on the basis of a CV and a photograph. Mutual trust between institutions is essential. Laughter from the reception manager overcomes my surprise as our student tells of his brush with the local police. When beer or spirits are bought they must be carried exposed to the street - which explains the brown paper bag with the liquid contents as seen on American television and films. Lunch and a discussion of our future relationships with the college. They would like to send one student over to Manchester for a work and study visit in January. Fly back to London, not stop with British Airways.

Howard Kahn

The author is Industrial Liaison Tutor and senior lecturer in business studies at Manchester Polytechnic.

Research reforms delayed

by Jon Turney

Science Correspondent

Departmental plans for the agricultural research service are in disarray after a high-level meeting last week failed to produce a final decision on the Government's response to two reports which recommend sweeping changes. The two ministers most closely concerned, Mr Michael Jopling, the Secretary of State for Agriculture, and Sir Keith Joseph, Secretary of State for Education, had agreed their response to reports from the House of Commons Select Committee on Agriculture and the Joint Consultative Organisation for Agricultural Research and Development, which advises the agriculture ministry.

A final decision was expected after they put their plans to the Prime Minister but they have been told to think again. Ministry of Agriculture sources indicated that the proposals outlined a new body to oversee the existing agricultural research system, modelled on re-

quirements boards in other departments. It would have been formed by amalgamation of the Joint Consultative Organisation and the sponsors' Group which now brings together the Ministry of Agriculture and the Agricultural Research Council.

This was clearly against the spirit of both the reports, which called for more radical changes in the organizations actually doing the research, principally the Agricultural Research Council, and the agriculture ministry's own laboratories and their associated institutes.

The two departments have now been asked to come up with something more akin to these recommendations. This will involve negotiating a fresh compromise - between the Department of Education and Science's wish to revert to the arrangements which prevailed before the Rothschild report of 1971 led to some ARC money passing to the MAFF for commissioned research, and the MAFF's traditional desire to take over the research

council. Meanwhile, the ARC is pressed ahead with the internal reorganization prompted by budget cuts imposed last year by the Advisory Board for Research Councils and by calls for higher priority to food research by the university support.

The council is about to change its name to the Agricultural and Fisheries Research Council and the plan to be discussed next month is a map out of the work of the council's food division.

This, and the decision to increase university grants, will threaten some ARC institutes and some of the smaller institutes already showing signs of the pressures to rationalize the system, expressed particularly by the Department of Education and Science officials during the discussions concerning funding and course allocations. As a result of this concern to concentrate provision in major institutions, particularly the polytechnics, there was a failure to reach firm agreement in the NAB board on the funding methodology for 1984/85 and an instruction to the secretariat to consider further ways in which programmes and student numbers might be concentrated in major providers.

The board also agreed to ask the NAB secretariat to consider whether some of the institutional proposals were entirely realistic about the numbers of part-time students they might expect to enrol from the relatively low base of provision which exists in some institutions at present. However, a proposal to convert part-time into full-time places on a substantial scale, which was also proposed, was tentatively defeated.

Nevertheless since the weekend we know that a large number of individual institutions and local authorities, have received letters from the NAB inquiring about particular patterns of provision and whether some courses might most sensibly be removed from the smaller colleges and relocated in major institutions.

The National Association of Teachers in Further and Higher Education is not opposed in principle to any question of rationalization. But we are totally opposed to proposals for rationalization which emanate solely from considerations of the reduction in resources - particularly where these are spuriously decked out in arguments which suggest that concentration of provision is not only more economic but also a major strategy for achieving quality control.

The NAB has accepted as part of its explicit philosophy that there are perfectly sensible reasons why the pattern of provision for a wide range of courses, particularly part-time and sub-degree work, should be spread across a diversity of institutions. Only in this way will access be preserved and the public sector maintain its contribution to meeting educational needs.

However, both in the discussions prior to the establishment of the NAB and subsequently, both the DES and the public sector have shown themselves much less sensitive to the historic contribution which the public sector has made.

It would therefore be particularly unfortunate if this sudden concentration of pressures on the NAB board, exacerbated as it is by concerns arising from the inadequacy of the advanced further education pool and the indicative financial allocations made to institutions at the end of August, should result in a change of emphasis within the NAB without the opportunity for a major debate.

More money clearly has to be given to major providers in the system. But existing spread of courses is not the way to proceed. We hope the board will give an emphatic thumbs down to this kind of short-term and negative approach to institutional and collective planning.

New NAB task

The National Advisory Body's new task, education group is to consider seriously how training courses are developed and depend on others run by other colleges.

The committee is determined that it will not be hurried into taking decisions or making recommendations based on a spot time gathering of information on the existing system.



Measures are hard to spread

At the National Advisory Body residential weekend held in mid-October, there were the clearest possible signs of the pressures to rationalize the system, expressed particularly by the Department of Education and Science officials during the discussions concerning funding and course allocations. As a result of this concern to concentrate provision in major institutions, particularly the polytechnics, there was a failure to reach firm agreement in the NAB board on the funding methodology for 1984/85 and an instruction to the secretariat to consider further ways in which programmes and student numbers might be concentrated in major providers.

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Jean Bocock

The author is assistant secretary (higher education) at the National Association of Teachers in Further and Higher Education.

NUS draws up strategy

by David Jobbins

A radical alternative strategy for post-school education has been drawn up by leaders of the National Union of Students.

Guaranteed to stimulate debate and provoke opposition it calls for a uniform system of management for all colleges, polytechnics and universities through a sweeping extension of local control over education.

The document, which goes to the NUS conference next month, differs only slightly from the first attempt by the new Labour leadership of the organization to revise its education policies a year ago when a draft policy drawn up by vice president for education, Mr Tommy Sheppard, was referred back for more consultation within the union.

The latest version, issued in the week of the day of action against the cuts inspired by the National Advisory Body, does not call for all educational institutions in a particular locality to come under the respective local education authority. It argues that full local government control should be exerted at local, regional and national level.

NUS suggests a new three-tier structure headed by a National Education Council which would take over the functions of the University Grants Committee and the NAB.

The NEC would be advisory to a combined Department of Education and Training, which would prepare guidelines for the intermediate layer of regional education authorities responsible for planning and administering all post-16 provision in the area, including the universities.

At local level the present local education authorities would establish tertiary education committees to determine needs and transmit them upwards through representatives on the regional authority.

Local authorities representatives would have a majority on the regional authority, but members would also be drawn from educational interests, consumer groups, students, and community interests.

Local government would have a majority on the NEC, with representa-



Mr Christopher Bell, chairman of the board of the National Advisory Body, confronts his seersayers at a mock trial staged in Oxford last weekend. Students from Oxford Polytechnic staged their demonstration outside Keble College, of which Mr Bell is warden, as a curtain-raiser to the National Union of Students' day of action yesterday.

tatives from NUS, trade unions, professional bodies, employers, community interest and central government.

NUS believes that divisions between institutions will become less distinct and the capacity to move between different levels of study eased. But it is anxious about the terminology, fearing that continued reference to universities, further education colleges, Scottish central institutions and so on might perpetuate old attitudes.

It suggests creation of institutes of education responsible for all 16-plus education within an area offering academic, vocational and technical courses from foundation level to degree.

"The institute would be a composite of schools, faculties or colleges providing courses at different levels and in different disciplines but all referred to as school of or college of the institute of education."

Two barriers to wider access to post-16 education are identified - the

student support system which NUS says acts as a conservative influence on development and the pervading influence of a patriarchal white culture which renders it incapable of meeting the needs of ethnic minorities or a multicultural society.

NUS says that a call for increased access must not be translated into the "more of the same" principle which underpinned the Robbins philosophy and, it alleges, acted as an impediment to change.

"The system must become more responsive to the needs of the consumer, and its organization and structure more coherent and understandable. However we do not want the response to economic demands to be the means of reinforcing the traditional power relationships between employer and worker."

Ever Wished We Had a Better Education System? NUS, 461 Holloway Road, London N7 6LJ.

Part-time figures increase

by Ngai Croquer

The numbers of part-time academic staff in the universities rose by 38 per cent last year, as they were taken on to fill the gaps left by full-timers retiring early.

The total of part-time academic staff went from 1,644 to 2,266 while full-time teaching and research staff decreased by 2 per cent, from 42,840 to 41,994, according to volume one of *University Statistics 1982-83*.

There was a 12 per cent rise over the previous year of staff not wholly paid from general funds. Departments of mechanical engineering, metallurgy, biochemistry, geology and business management studies were noticeable for employing more staff in this way.

The average age of full-time staff rose from 40.4 to 41.6 years, with 18 per cent aged under 35 and 14 per cent aged 55 or over.

But the figures show a large range of ages. At Essex, 5 per cent of staff are over 55 years old, at Salford 6 per cent, at Stirling just under 5 per cent. Whereas at Oxford nearly 25 per cent are over 55, at Cambridge nearly 19 per cent, at Leeds nearly 19, at Manchester eight, and at Bristol 13 per cent.

Queen's University, Belfast has 26 per cent of its staff under 35 years, and others that do well here are Liverpool (24 per cent), Essex (24.5), Southampton (24), Nottingham (21.7) and Heriot Watt (21).

In contrast City has 12 per cent under 35 years, Leeds, nearly 14 per cent, the London Business School 12 and Aberdeen, Dundee and Stirling nearly 14 per cent.

In 1982-83 there were 328,905 students in universities excluding those on continuing education courses. Among these, there has been a 1 per cent drop in full-time undergraduates, since 1981-82, a 3 per cent drop in full-time postgraduates and a 4 per cent increase in part-time undergraduates.

The numbers of new undergraduates fell by 3.5 per cent, with an 11 per cent drop in those aged 21 or over.

Over the last five years numbers of undergraduates have risen in drama by 103 per cent, Chinese 66 per cent, surveying 51 per cent, education 48 per cent (largely due to college of education mergers) and forestry 41 per cent. But most subjects experienced falls last year, especially zoology 11 per cent, combined physical sciences 10 per cent, botany 7 per cent and sociology 6 per cent.

University Statistics 1982-83. Volume one, students and staff. Published by universities' statistical record, price £7.75 net.

First for Wales

Wales has received its first project under the Manpower Services Commission's Open Tech programme. Dyfed County Council has been given £319,000 to develop open learning materials to meet the county's training needs.

INFORMATION TECHNOLOGY (IT) YEAR

This year, the Government has encouraged everyone to know about and exploit IT. What about IT in British higher education? Are academics aware of it and do they exploit it? What impact has it had, in particular, on teaching approaches?

In June this year the THES published an 8-page special feature which tried to answer some of these questions. Contributors include David Hawking, Professor of Applied Educational Sciences and Director of the Institute of Educational Technology at the Open University, Margaret Boden, Professor of Philosophy and Psychology at the University of Sussex and A. N. Barrett, a Mathematical Scientist at the Computing Laboratory at the National Institute for Medical Research.

Reprints of this 8-page feature are available, price 80p including postage and packing within the UK, from Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX. Please make your cheque/postal orders (no cash please) payable to Times Newspapers Limited.

Police courses halted at Ulster Poly

All police courses have been withdrawn indefinitely from Ulster Polytechnic, following the bomb explosion there in which two policemen died and 33 people were injured.

The Royal Ulster Constabulary decided this week to withdraw the courses, which were only returned to the polytechnic several years ago, after a previous withdrawal following a bombing, because the police students were suffering from lack of library facilities.

The explosion took place in a classroom where RUC men and women were studying for a Higher Certificate in "enthusiasm". A "Certificate" in "enthusiasm" is a polytechnic spokesman said.

Inspectors put six points to Leicester

by Felicity Jones

In Her Majesty's Inspectorate's first public foray into the universities, Leicester's department of adult education has been told to tackle urgently a number of internal organizational and planning matters.

A six-point plan of action has been put to the director and full-time staff in the first report on a department of adult education with responsible body status to be made public since Sir Keith Joseph, Secretary of State for Education, decided that all HMI reports should be published.

The department should introduce a "more systematic examination of the

needs of the area" in consultation with the local education authorities and the Workers Educational Association, says the report. "While recognizing that the responsibility to secure the provision lies with the local education authorities, the university should initiate an assessment of its potential role in co-operation".

Second, a departmental support group should be established to see how a greater contribution could be made to the special needs of the community, particularly in prison education and education for ethnic groups.

The report recognizes that the department has played a pioneering role

in penal education and undertaken initiatives with the prison service but this work should become the concern of more full-time staff.

Third, there should be a review of the total programme of courses to improve the balance in certain subject areas so that, for example, the absence of the political, international and religious aspects of history would not present such a "serious gap".

The ratio of part-time to full-time tutors is considered high compared to most other extra-mural departments and Leicester should develop an adequate in service training programme for part-time staff to bring about a closer relationship with full-

time lecturers. The content and presentation of syllabuses should be improved and the teaching programmes of some full-time staff should be increased to make their work load more compatible with their responsibilities for a large number of part-time tutors.

The wide range of one-day and weekend courses is commended in the report and the availability of creche facilities at each centre is considered worthy of note. The standard of teaching is good and at times outstanding and the department is making a "valuable contribution" to adult education in the region, says the report.

Colleges are concerned about council

by Patricia Santinelli

Voluntary colleges are writing to Mr Peter Brooke, under secretary of state for higher education, to express their concern over aspects of the proposed national accreditation council for teacher training courses.

This follows Mr Brooke's announcement last week at the Association of Voluntary Colleges meeting where he said the Government favoured such a council and might set one up next year.

The new council was recommended by the Advisory Committee for the Supply and Education of Teachers last summer. It would be responsible for approving all new and existing teacher training courses under new criteria, also put forward by the committee.

The AVC is particularly worried about the lack of clarity about resources to implement the new criteria, what was meant by peer group evaluation, and what the relationship of the new council with validating bodies would be.

When questioned during the meeting about extra resources which the colleges needed to implement the new criteria, Mr Brooke replied that he did not want to give the idea that they were available.

Mr Brooke added that if it was impossible to operate the new criteria - which were regarded as extremely important - without extra resources, then ways of finding money would be examined.

On the question of the council's relationship with other validating bodies and its exact role, Mr Brooke stated ambiguously that immediate practice could not be ignored, but at the same time the idea of a new professional body would not have come up if everything had been satisfactory.

There was general support for evaluation by "true" fellow professionals, but substantial disquiet as to whether these would be independent as on the Council for National Academic Awards, or appointees of the Secretary of State for Education.

news in brief

All-party support for ILEA motion

All parties on the Inner London Education Authority have joined opposition to the Government's proposals for a joint board of education, seconded from inner London boroughs to run London's education. A motion proposed by the Conservative leader of the opposition on ILEA, Professor David Smith, was approved by all four represented parties on the ILEA executive committee: Labour (the majority), the Social Democrat and Independent.

The motion said: "This committee reaffirms its commitment to a fully elected education authority for Inner London, and in order for the authority to remain accountable to the people of inner London, supports the principle of direct elections."

The Government's proposals, to take effect in 1986, is part of the plan to abolish metropolitan councils, whose functions will be carried out either by local councils or boards of seconded, not directly elected members.

Strathclyde and Glasgow Universities are to collaborate on training courses for new academic staff. Dr Alex Main, adviser on educational methods at Strathclyde, is to direct the five-day courses, which will be backed by seminars.

Each new lecturer will also have another academic as "tutor" to help with problems throughout the first year of teaching. Dr Main already runs a number of courses on teaching methods for staff in the two universities, and has found them particularly popular with overseas postgraduates who will be returning to teach in their own countries.

The BSc estate management course which has just been approved by the Council for National Academic Awards allows all students to complete the same course, being divided into pass and honours only by the standard of their work. The course also gives full exemption from the professional examinations of the Royal Institution of Chartered Surveyors. Full-time it takes three years and part-time six years, but students can move between modes at a number of stages.

An appeal has been made for any letters or published writings by Peter Sedgwick, formerly lecturer in politics and psychology at Leeds University until his sudden death in September. It is now hoped to produce a volume of collected works. Items should be sent to Dr Staven Lukes at Belliol College, Oxford.

The Rt Hon Lord Briggs of Lewes, pro-vice-chancellor of the University of Worcester, will deliver this year's Charles Clegg lecture at Lancaster University on Thursday, November 17.

responsibilities in shaping the direction of the country's major providers of higher learning. It would be a shame if they had to learn the lesson all over again in the public sector.

Officials talk about incremental change. Each sector has an effect on the existence of the other; the two overlapping bodies - the UGC and the NAB - will run along together resolving issues in a piecemeal fashion until there comes a point at which the theory goes, when a single supervisory body can be established to take over from both. This would be a one civil servant pot lot, as substitution 'devotion' to be wished.

In the meantime, Uncle Tom Cobblehead and all go off for a NAB weekend in Eastbourne, and the world is wonderful. But is it? The NAB may be better than nothing, but it is far from good enough.

Keith Hampson

Cambridge to discuss reforms

by Paul Flather

Cambridge dons are now weighing up their reactions to the decision by Oxford colleges to drop the post A level entry examination as a way for students into the university.

Representatives from Oxford's 28 main undergraduate colleges last week agreed the most far-reaching package of admissions reforms for 20 years, including the abolition of the so-called 'entrance examination'.

All students entering Oxford from 1986 onwards will either have to take a written entrance examination before their A levels, or apply for entrance at any stage of their career on the basis of interview, A levels, school report, and perhaps written tests.

A discussion of the reforms will be the next meeting of the terms of the Cambridge tutorial representatives committee. Some dons are worried the Cambridge will be left out on a limb if it persists with the seventh term examination, others defend the usefulness of such an examination.

Mr John Hopkins, senior tutor at Downing College, and secretary of the representatives' committee, said no firm proposals had been put forward. "But obviously we will want to look at the implications of these reforms."

The Oxford colleges hope the reforms will make admissions procedures simpler and fairer, and remove many of the features which at present are thought to deter state school applicants, especially from comprehensive schools.

The reforms are with minor amendments based on the recommendations put forward last May by an internal review committee of 14, under Sir Kenneth Dover, president of Corpus Christi College. Full details are to be circulated to all schools next spring.

They come into effect in 1985 for entrants in 1986.

From then all candidates will use the standard application form issued by the Universities Central Council on Admissions, with a simple card for additional information. All applications will be due by mid-October, and will be assessed together for the first time in a "gathered field" in December.

The reforms also mean that scholarships and exhibitions will in future be awarded only to students once they are at Oxford and not for their performance in the entrance examinations. Cambridge colleges have also decided to end entrance awards in favour of tripos awards.

Cambridge dons have been discussing the reforms for more than a year and agree with the Dover committee that they have outlived their usefulness now that students are eligible for mandatory grants, and so many candidates gain entrance without taking the special examination.

The admissions office at Oxford is now looking for a computer to speed the new procedures from 1985. With candidates able to express "no preference" for colleges, it will be up to the office and its computer to distribute candidates among the colleges.

Home economics students at Leeds Polytechnic are behind a pioneering scheme to protect old people from hypothermia during the winter by designing and providing them with specially warm clothes.

The European Economic Community has promised £76,000 for the polytechnic to set up a workshop in conjunction with the local social services and health authority, in which 12 disabled people will be employed to make the clothes, supervised by one of the polytechnic's home economics graduates. One of the crucial clauses for the setting up of the workshop likely to start work in about six months, was that it should provide employment for a Leeds Polytechnic graduate.

The idea followed a project by BA home economics students on hypothermia in the elderly, which found that while plenty of advice was available on cutting down heating costs and eating properly, little more than "dress warmly" was included in advice on clothing.

They carried out case studies which found old people apathetic about clothing and resistant to unconventional ideas to protect them from heat loss such as wearing hats indoors.

So the students designed nightwear which would be warm, cheap, easy to look after and to fasten, including dressing gowns with hoods and an all-in-one sleep suit christened the "Granny-grin". They also designed warm waistcoats, gloves and hats, and a chair cover with tape to wrap around the person sitting in it.

The first prototypes will be made from the student clothes in the workshop, and distributed by the health and social services in Leeds at a nominal cost, to elderly people known to be at risk from hypothermia.

The union is attempting to sway the executive from its present policy

of attaching priority to families and to persuade the Department of the Environment to release funds. Vice president for education and welfare, Mr Peter O'Callaghan, said: "We think it is shameful and wasteful that way for 7,000 single people currently on the waiting list."

Union president Mr Peter O'Neill stands outside a building in Cameron Street typical of hundreds owned by the Northern Ireland housing executive.

Single-minded housing fight

Students from Queen's University, Belfast, are pressing for some of the bricked up houses in the city to be rehabilitated or demolished to make way for accommodation for some of the 7,000 single people currently on the waiting list.

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Catholic university closed by Israelis

from Benny Morris

JERUSALEM

The Israeli military government in the West Bank has shut down the Catholic University of Bethlehem for two months, following a day of Palestinian nationalist rioting on the campus. The closure was the most serious punishment meted out to the university, which in the past three years has increasingly emerged as a focus of nationalist ferment in the occupied area, alongside the "traditional" opposition centres of Bir Zeit University near Ramallah and Al-Najah University in Nablus.

The university was closed the day after students pelted passing Israeli cars next to the campus and attempted to organize a political procession through the town. Israeli soldiers initially cordoned off the university - but did not enter it - in order to keep the students in. Later, after negotiations between the university authorities and the military government, the students were allowed to leave without facing arrest.

According to the defence ministry's coordinator for the administered (occupied) areas the campus violence "was another link in the chain of incidents and public disturbances of the university which took place against a background of hostile nationalism and occurred with the knowledge of the university administration".

The rioting in Bethlehem, and elsewhere in the West Bank, which also saw the closure of two Unrwa high schools, coincided with the anniversary of this November 1917 Balfour declaration, a traditional time of unrest in the areas.

The defence ministry's statement recalled a recent exhibition on campus of Palestinian culture which the army alleged contained material likely to

"politically incite."

The security forces last month raided the campus and confiscated some of the nationalist material being distributed or on display, including alleged Palestine Liberation Organization pamphlets. They also arrested eight members of the student council who are still in detention. Their continued detention seems to have triggered the recent rioting.

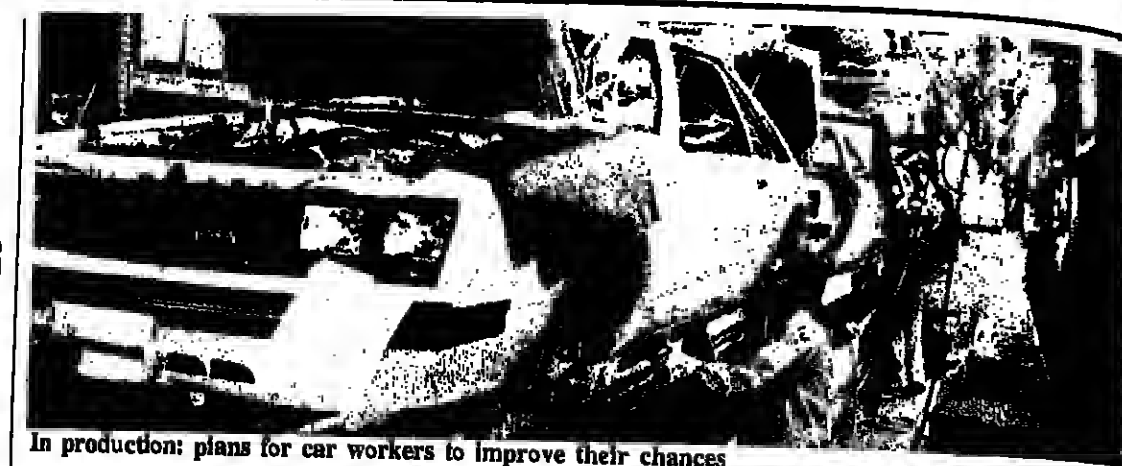
The decision to close the universities was taken by the coordinator of activities in the administered areas, Brigadier-General Benjamin Ben-Eliezer after consulting with defence minister Moshe Arens.

Brother Thomas Scanlan, the vice chancellor of Bethlehem University, said: "Since I believe the military are totally responsible for this round of unrest, the closure is more unjustified than ever."

The university authorities earlier last week had asked the military to release some of the detained student leaders but were turned down. This was "a provocation," said Scanlan, "not deliberate or intended, but a miscalculation that backfired."

An aide of Mr Ben-Eliezer said that the "students had exploited" the Israeli sensitivity towards the Vatican, which is sponsored by the Vatican. The closure order has inevitably involved Israel in a low key diplomatic tussle with the Vatican. The university has already appealed to the Apostolic Delegate in Jerusalem and to various western consuls in Jerusalem to intercede with the Israeli authorities.

The left-wing Israeli committee for solidarity with Bir Zeit University has called on Israeli soldiers serving in the west bank "to consider the legality of the orders they are carrying out and to disobey orders above which is unfurled the flag of illegality."



In production: plans for car workers to improve their chances

Restoring a healthy balance

E. Patrick McQuaid looks at courses aimed at unemployed workers in the US

Executives at the General Motors Corporation have dragged out the old slogan "What's good for GM is good for the country" and are urging other American firms to follow their lead in offering millions of dollars in scholarships for women and minorities.

In an out-of-court settlement, ending 10 years of negotiations with the government and the automobile workers' union, GM will spend \$15m to increase the number of women and minorities in engineering and other technical fields during the next five years.

The settlement totals \$42.5m, the largest in the history of the United States Equal Employment Opportunity Commission. Most of that money will go towards on-site training programmes to help employees advance their careers and move into supervisory positions.

Some 28 four-year colleges are each to receive a \$250,000 grant to help prepare talented minorities and women, especially those who are employed by GM, as well as their spouses and children, for good jobs in GM and elsewhere, according to a company administrator. Other colleges and universities, not yet selected, will receive \$200,000 awards over five years. Some \$7m will be set aside for GM employees to attend two-year colleges and polytechnics.

The settlement is the result of complaints from over 700 GM employees, members of the United Automobile Workers, that the industry routinely discriminated in hiring, training and promotion. The union filed against GM under an enactment of the Civil Rights Act of 1964, which also established the federal monitoring and enforcement agency.

While the GM agreement was hammered out under less than desirable conditions, American colleges and universities have been teaming up with the past year to retrain jobless workers and help them find employment through career-counselling, job banks, and other programmes such as work-study and resume writing.

When 2,700 employees at the Ford Motor Company plant in Washington, Michigan were laid off, the University of Michigan's employment transition team launched a tuition-free career-change counselling programme. The

two-week session is sponsored by the United Auto Workers Union and Ford's employee development and training office, which have agreed to cover up to \$4,000 in individual re-training costs.

"Our programme doesn't tell people to take a course in robotics or to move to Boston," explained Professor Jeanne Gordus, head of the university team. "It gives them the information and skills to make such economic decisions and it provides a support network for persons facing similar difficult choices."

When workers complete the programme and begin looking for new jobs they are aided by a computerized job placement service and are drilled on job interview skills via video-taped role playing exercises.

American industry and academics have always enjoyed a healthy link. When agriculture was the mainstay of the American economy, millions were poured into the creation of a vast network of colleges and universities known as land-grant institutions. Today, though, new programmes have been funded by pockets of soaring unemployment rates.

California's Commission on Industrial Innovation suggests that technology and economic changes between now and the end of the century will alter perhaps as many as 50 million jobs. The Carnegie-Mellon University pinpoints four million factory jobs that could be turned over to industrial robots during the next 15 to 20 years. Retraining displaced workers will be a formidable task, stretching well into the next century, said Ms Linda Thor, director of high technology centres and services for the Los Angeles community college district.

Displaced workers needed to be convinced that their previous jobs had ended so they could concentrate on looking for new ones.

"Often workers will sit and wait to be called back to their old jobs. They find it difficult to accept the fact that the 'call-back' may never come. Once that hurdle is overcome their needs can be addressed, such as job search, retraining, income and relocation assistance, as well as psychological support," she said.

Right now there are too many institutional barriers for employment retraining, she contends. Work schedules have to be altered to permit employees to pursue educational activities.

A coalition of 26 American higher education groups have pooled their efforts to form a national clearing house on US student aid programmes. Known collectively as the Action

Committee for Higher Education, the Washington-based cooperative has polled member campuses about various programmes to aid jobless Americans.

Some of the highlights of that survey include activities at the size of University of New York at Buffalo. With the United Steelworkers of America, the university is offering non-credit courses in business, management and computer skills for some 2,300 workers who lost their jobs when a Bethlehem steel plant in nearby Lackawanna, New York shut down. Participants, who pay one dollar a semester, are awarded certificates of attendance.

Project Refocus, a community-wide programme aimed at retraining unemployed people, was launched by the University of Missouri at Kansas City after the Arco Steel Company earlier this year laid off 1,000 local workers. The Human Services, Testing and Retraining Council Inc, a non-profit corporation, was set up to run the programme. The council brings together various community resources to help people hit by unemployment. Its board of directors represents organized labour, higher education and business.

The university's career services office provides job counselling, involving a battery of personality and vocational skills tests as well as individual and group counselling. The tests and counselling help participants better understand their values, motivations, and skills in an effort to find the best match with available jobs.

Twenty-eight individuals have participated in the first two phases of the project since it got under way in June. The council reached 17 of the participants after they left the programme and discovered that all but one had found jobs.

Many colleges and universities are offering free or deferred tuition plans to help jobless workers learn new skills.

Anderson College, a two-year Baptist school in a part of South Carolina with a 10 per cent jobless rate, has created a three-phase programme in which out-of-work individuals can put off paying tuition until they are re-employed.

The school also offers special evening programmes for unemployed people and counsellors hold seminars on job hunting, resume writing and job interview techniques.

Once unemployed workers who take these courses find jobs, Anderson College asks them to repay expenses not covered by scholarships in \$25 monthly instalments.

Faculty ready to join strike

Public school teachers and university staff in British Columbia are set to join striking government employees this week. If negotiations with the government have not progressed.

Nearly 40,000 government workers walked out of their jobs last week in protest at measures that would limit their bargaining rights and allow the government to lay off 1,600 employees without regard to seniority.

Because university faculty in British Columbia are not allowed to strike, the province's three universities plan to remain open in the event of a general strike. But classes could be disrupted if faculty and students refuse to cross picket lines.

Admissions policy under review

from D. B. Udalgama

COLOMBO

The University Grants Commission has appointed an eight-member committee to review the existing university admissions policy and to make recommendations. If any changes are considered desirable, Dr Stanley Kalpage, chairman of the UGC is also chairman of the committee.

The committee has called written representations from individuals and organizations in regard to the current policy that is followed in respect of university admissions.

Two factors currently govern admissions. One is a quota system, the other is an ethnic ratio. An official statement said a committee would be appointed to work out the details.

Foreign students 'ousting Australians'

from Geoff Maslon

MELBOURNE

A sharp increase in the number of foreign students has displaced qualified Australians from their preferred universities and college places, according to a Commonwealth committee of review investigating the issue of overseas students in Australia.

The committee, in an information paper, says most new places occupied by overseas students at Monash, Melbourne, Macquarie and New South Wales universities in the past two years could have been taken by qualified Australians.

Last year these universities accounted for more than half of all new university students from abroad. What is not clear, the committee says, is what is happening to the Australians who are being displaced.

"It may be that many of them are going to other institutions or getting jobs," the committee says. "Nevertheless, the context of the new government's policy of increasing participation rates for young Australians at tertiary institutions by Australian students has increased markedly in the last two years and most universities have substantially overshot their enrolment targets this year."

In a report to parliament, the universities council says there has been a 2.5 per cent increase - equal to more than 4,000 students - in university enrolments above original estimates. This has been the result of increased demand from school-leavers, higher retention rates of students completing courses and a shift away from part-

presence probably exceeds A\$15t a year.

Australia has been accepting overseas students for 80 years but in the last two years the number enrolled in secondary schools has more than doubled while at the tertiary level, the increase has been in excess of 25 per cent.

In 1984, more than one in 10 of all first year undergraduate university enrolments will be private overseas students from one or other of 40 countries. They are the lucky ones because two out of three foreign students who seek to study in Australia are refused permission.

The proportion turned away is almost certain to increase in the next few years. The demand for places in tertiary institutions by Australian students has increased markedly in the last two years and most universities have substantially overshot their enrolment targets this year.

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Dean appointed to registrar

The new registrar of University College, Dublin, is Professor Patrick Masterson, dean of the faculty of philosophy and sociology.

Professor Masterson is a member of the high council of the European Institute, Florence, and has served as an external examiner in Queen's University, Belfast, Bristol University and Lancaster University.

He obtained his doctorate at the University of Louvain in 1962.



Five die as students clash at Zulu rally

from Carolyn Dempster

JOHANNESBURG

The tribal University of Zululand was closed last week following a bloody clash between students and armed supporters of the black political movement Inkatha which left four students dead and 13 others seriously injured.

The clash occurred on Saturday October 29 when hundreds of Inkatha supporters gathered at the university for a rally to celebrate the anniversary of the death of Zulu King Cetshwayo and to demand the holding of Inkatha rallies on campus.

Reaction to the violence and student deaths has been widespread. The Azanian Students Organization (AZASO) held a national day of mourning while the Azanian People's Organization (AZAPO) have condemned the "political murder" of the students.

Students at the University of the North held a peaceful demonstration with the support of the administration as their mark of protest.

At least two memorial services were held with speakers from the South African Council of Churches and the Soweto Committee of Ten. The recently formed multiracial United Democratic Front has also given its support to the mourning students.

Relations between Inkatha and these student and political movements were strained to begin with, the incident has only served to increase hostilities.

AZASO has warned Inkatha that it is following a "cruel and dangerous path" and political organizations are finding less and less in common with the movement with its ethnic (Zulu) rural base.

The rector of the University of Zululand, Professor A. C. Nkomo, announced this week that the university would be closed and examinations would be re-held in January. A meeting to discuss the incident had been scheduled between the university council and Chief Buthezi, who is chancellor of the university.

waterfront to stir up trouble and that the mischief-making students had turned a peaceful cultural event into an explosive political situation. Furthermore, his supporters had been angered by the provocative taunts of the students and had nightly and loyally sprung to Inkatha's defence.

The day before the rally was due to be held, the majority of the university's 3,000 students boycotted lectures in protest - an indication of student feeling regarding the holding of Inkatha rallies on campus.

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time to full-time study.

The Advanced Education Council says the student load in colleges has increased by 3 per cent this year and is expected to increase by a further 5 per cent in 1984.

The committee was created because of the sharp increase in demand by foreign students for places in Australian institutions and the tensions over the departments of education, immigration and foreign affairs and is headed by Professor John Golding, a professor of law at Macquarie University.

The committee has been asked to come up with recommendations on changes to the private overseas student programme by February next year but it plans to produce a discussion paper at the end of this month which is likely to set out a series of alternative policies and procedures for admitting and placing overseas students.

The whole area is an emotive one - not least for the foreign students themselves who, in some cases, have been the victims of racist attacks. Their presence on Australian campuses, however, has been strongly backed by student groups.

It is certainly true that, of the 25,600 overseas students in Australia this year

Turkey lacks experienced lecturers

from Bernard Kennedy

ANKARA

An increase in the number of students and lack of experienced teaching staff have led to a significant decline in standards at Turkey's universities over the last two years.

Degrees awarded in the 1980s will carry less weight in the job market than those awarded in the 1970s, say many students and lecturers, but this is strongly denied by the university authorities.

The number of university students has increased by some two thirds since 1981/82 with a corresponding decline in staff-student ratios. Moreover, martial law sightings, a series of resignations to protest against the ideals and methods of the two-year-old Higher Education Council and the economic unattractiveness of the profession have robbed the universities of scores of experienced professors and lecturers.

It is claimed that there are fewer professors and tented lecturers working in higher education than there were two years ago. However, top administrators have repeatedly countered the view that educational standards are falling by pointing to a reduction in the failure rate.

For example, the Anatolian University rector, Professor Yilmaz Buyukersen, recently talked of a 37 per cent improvement in the proportion of students successfully moving on to their next year of study.

Against this, some teaching staff argue that examinations have become easier. They even accuse the HEC of pressurising universities into marking interim examination papers more generously in order to present a more successful image on paper.

On the other hand, few universities are now organizing re-sits for those students who do fail such examinations.

Italians call for grant equality

Representatives of Italian universities and local government have called for a new law to reduce regional inequalities in access to higher education. At a meeting in Siena they pointed out that university students in the southern provinces of Puglia, Campania and Calabria receive study grants of between \$100 and \$250 a year while in other regions the grant goes from \$400 to \$700 a year. Universities charge only a nominal fee for tuition.

Local government official Mario Mysore drew attention to the decrease in real terms of resources being made available to local authorities by the state.

Strikes hit universities

Quebec universities are being hit by rotating 24-hour strikes as support staff at many institutions protest at the slow progress of talks on the contracts.

Legal walkouts have affected McGill and Laval universities, the University of Montreal and parts of the University of Quebec, but have not closed them.

Negotiations broke down earlier this autumn over salary, employee classification and job security.

Jews claim increase in Soviet bias

Higher education for Soviet Jews is becoming increasingly impossible, according to Arieh Dulzin, chairman of the presidium of the world conference on Soviet Jewry, which met in London last week.

During the late 1970s, discrimination against Jewish applicants for university entrance became apparent. At this stage however it was confined to the most prestigious institutions in Moscow and Leningrad, and to certain faculties, notably mathematics and physics. At that stage the process was so subtle that the Soviet authorities met initial criticisms by joking that "all Jewish parents think their child is another Einstein!" It took a major statistical survey, carried out in secret by two mathematicians, Boris Kanevsky and Valery Senderny, to establish irrefutably that such discrimination was taking place.

By comparing the school marks and the university performance of a large number of applicants over three years, Kanevsky and Senderny proved conclusively that Jewish and half-Jewish young people as well as applicants from some other ethnic groups, in particular Armenians, consistently received far lower grades in their university entrance examinations than their average school performance.

This limited discrimination did, however, leave some loopholes for bright Jewish school leavers. They could apply to less prestigious universities and colleges in remote areas, and choose a subject that was less liable to discrimination. Now, however, Mr Dulzin reported, even that option is closing. Discrimination against Jewish applicants is rapidly spreading, he said, even to the most farflung and least popular Soviet universities.

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The first polyversity is already considering student applications and more

Accepting a 'new for old' policy

If there is anyone in Northern Ireland who actually likes the word polyversity - let alone uses it - they are keeping their heads well below the academic parapet. They are expected to create an entirely new institution. "Polyversity" smacks of compromise and of the past.

How then will the latest addition to higher education, the new (small "n") University of Ulster - comprising the New (large "N") University of Ulster at Coleraine, Ulster Polytechnic, Magee University College and Belfast Art College - be transformed?

The obvious place to start, because here the physical difference will be most apparent, is with Magee - run down over the years by the NUU - in Londonderry. Magee was vital to the polyversity principle, partly so that the new institution had political credibility throughout the province, but also precisely because it will give the greatest and most immediate opportunity for the polyversity to be seen to be doing something new.

What that is will be unveiled for the Northern Ireland Department of Education later this month, with a price tag estimated at £3m. It will include representation for all seven polyversity faculties on the Magee site, including expensive science and technology in at least one new building, although not every specialist option will be available.

But it will also include new developments designed to be exclusively available in Londonderry and therefore to attract additional students rather than move existing ones around: agricultural science, information technology, art and design, and - with the irony one comes to expect of Northern Ireland - a centre for peace studies.

The style of planning, in effect the market research, that has gone into these proposed Londonderry developments is the clearest indicator of what this new institution is going to be like.

The designated provost of Londonderry - Robert Gavin, the polytechnic's dean of arts - began with details of all school pupils in the north-west going into higher education, and what they studied, in 1981 and 1982. The data showed that half the young people in the area went to Britain, 27 per cent of those going to polytechnics and 16 per cent to colleges of higher education. Fewer than two per cent of them went to Oxford; nine per cent went to Trinity College, Dublin.

From these figures, the polytechnic's management services department calculated precisely how many students and in what subjects might be drawn to the institution. "I then go to the deans," explained Professor Gavin, "and say this is what I think the market is going to be. The deans then say what courses they think they could put on. The thing has been market-led."

It is the classic pattern of a company with a new product wanting a share of an already established market and starting with an eye to a promotional campaign. The commercial style - already characteristic of the

polytechnic - has even begun to affect the NUU, where academic staff shamefacedly see it as a sign of the times that they talk about "the management" now.

The overall effect of the merger on the Coleraine and Jordanstown campuses is more difficult to assess. The NUU, when the merger was announced, was in a state of collective depression: a member of the Chilver committee commented that the university seemed to have a death wish.

With hindsight, its attempts at resistance once the merger was announced have a certain pathos: no university faced with mandatory merger again will ever play the University Grants Committee cards Dr Wilfred Cockcroft, then NUU vice-chancellor, did in a letter to the DENI in May 1982. He wrote: "If... the proposed merger does not come off, I would suggest that it is most unwise to assume that the UGC will advise, or the Government be prepared to accept, the withdrawal of grants from this university."

Dr Cockcroft was a major casualty of the merger; although the steering group extracted a promise of no redundancies and no salary cuts when the merger took place, clearly there were a number of top people who could not be offered an equivalent job.

Among those who have survived into designated senior polyversity posts there is a mixture of optimism and relief. The NUU is certainly a far less despondent place than it was a year ago. Some staff go so far as to regret the "inevitable" no redundancy promise as a handicap on the new enterprise's potential; others reckon they have managed to tie the hands of the new administration sufficiently to safeguard their traditional university.

In the polytechnic itself, where some staff received the news of merger with the comment that they'd rather work for a first class polytechnic than a second rate university, senior staff range from the enthusiastic to the irascible.

Most of all, the merger has impinged on time. There is a plethora of committees, chewing endlessly on charter, statutes, academic planning at faculty and department level and research. The NUU senate has doubled its usual number of yearly meetings.

The reason is the steering group's praiseworthy decision that the new institution must be planned by its own staff, rather than having it dumped upon them. The result has been innumerable meetings.

Those are likely to continue, with the introduction of a course approvals system modelled on that of the Council for National Academic Awards. While the CNAA will not be involved in validating any polyversity courses the new institution will have the most rigorous internal and external course monitoring of any university.

Every course will have a course team comprising all staff teaching it across departmental and faculty boundaries. Instead of the university model of departments which run courses, all courses will go to courses.



Preparing for the merger: Mr Derek Birley (top left), the vice-chancellor designate, catering students at Ulster Polytechnic; the New University of Ulster's main lobby on the Coleraine campus.

committee of senate for approval of their resources and staffing commitments before going to senate for academic approval, and may even then go back to the committee for a closer look at cost. All courses will be reviewed each year.

The intention, according to Dr Harry McGuigan, current academic pro-rector of the polytechnic and to be one of the new institution's pro-vice chancellors, is for it to be "like a quality control department of a factory".

With no academic precedent, the first polyversity must be seen to produce the goods. The attitude of the NUU, he says, is: "They suspect I think, that our processes are a bit cumbersome and time-consuming. But I think they think their processes are a bit sloppy."

Nor will the CNAA links stop there: as well as having external examiners, those examiners will also be members of the course committee and be involved in course design. In practice, they will nearly always also be members of CNAA committees and boards.

In addition, Dr McGuigan hopes that the polyversity will continue to receive CNAA policy papers and to be invited to nominate staff to committees and boards - something at present only polytechnics and colleges do; university members are invited in a personal capacity.

In the last month, the pattern of faculties and departments of the new institution has become clear. There will be 38 departments, with about 750 academic staff and 8,500 full-time equivalent students, 10 seven faculties. Those numbers were reached after considerable disagreement, with the steering group pressing for large departments, partly to limit academic empire-building, partly to minimize divisions between campuses by putting staff in large blocks; and the NUU arguing for more departments and faculties on the grounds of academic distinctiveness.

The biggest dispute over faculty divisions was whether to split natural and physical sciences.



Its resolution was a key point in the merger: during a major meeting at Coleraine the NUU staff gave way. To the polytechnic, that was a landmark of goodwill.

The one that has already moved to virtual amalgamation is humanities, comprising two large departments whose members nevertheless knew that their subjects were least obviously appropriate to - perhaps least safe in - a vocational polyversity.

Enhanced self-interest, which included sending minutes of all the humanities meetings to the steering group at the crucial time when it needed to see proof that something in the merger was moving, has even way to genuine enthusiasm for the opportunity for radical review. Professor Brian Manning, the NUU's professor of history and designated dean of humanities, explained: "We are taking decisions in days which would normally take several years."

The faculty has been set up by a working party of five members from each institution. Decisions taken so far include a revised degree of a "delayed and informed choice" principle, meaning that even single honours subject undergraduates will have to try out other subjects in their first year; a year of two 11-week teaching semesters followed by a four week "review" period and four weeks of exams; and a unit-based degree system. The first unit-based degree - in Irish history - will begin at Magee in January.

All humanities students will have to do some computer, taught by humanities staff, not computer specialists, and they may later be offered work experience placements.

Now that humanities has been the trail-blazer, how would Professor Manning advise participants in future mergers? "Don't start with discussions at subject level," he warned. "We did that and it turned out to be a mistake. We brought together the historians, the linguists, let's bring them together. Almost all of those meetings turned out to be counter-productive, leading to acrimony and disputes."

Also people were constantly befuddled with the thought: "If I agree to this, will I have to move to Londonderry?" People tended to be very conservative, or non-committal, because they didn't know the consequences of agreeing to anything.

A psychological block operated a first, described by another senior member of staff. "University staff felt that the poly wasn't as good, while poly staff thought we looked down on them. 'Mutual respect grew up, but ignorant and hurtful remarks were made at the early meetings. People had to be bothered to find out about their colleagues in the other institution.'"

The hand-in-hand academic-administrative approach is part of the policy of Mr Derek Birley, the vice-chancellor designate, for the polyversity. Expressed positively, it puts an end to the conflict of interest between the two sides.

Negatively, some in both the polytechnic and university fear that the traditional high status of academic decisions - rather like a doctor's sacrosanct clinical judgment - will be subordinated to the administration. Certainly that position is reflected in the charter, in which - unlike any other university - the relative statuses of the senate and the council are absolutely clear. The latter, the administrative body, has ultimate authority.

The pressure for permanent deans and high professional representation on the senate also indicates this. Mr Birley, on the other hand, argues that he wants an institution in which participation in planning is welcomed and rewarded, rather than a buck to be passed.

His proposed "matrix" system, in which staff will teach across all faculties, is intended to avert more rigorous rationalization measures as well as give flexibility.

The NUU's staff seem more sanguine about the demands it might make on them than those at the polytechnic, who argue that they are already over-worked and that the merger would increase the pressure on them.

Another pressure will be the demands of teaching across four sites. Characteristic of the polyversity are the plans for soup-uped communications: tele-conferencing, word processors for a central computer, railway links with desks, coaches with conference facilities. A cable link is under discussion with British Telecom. A helicopter has even been priced.

But the hardware aside, how different is Ulster's polyversity really going to be from the now independent institutions that it will absorb? With money, Londonderry will certainly change. The NUU will probably be a more rather smarter.

Polytechnic must be the most sophisticated educational institution in Britain, at least in the early years.

Most people in Ulster now expect the polyversity to succeed. There is a mood of guarded optimism: glints of a new phoenix. So it seems strange that no one will - or perhaps one can picture what the new polyversity could be. But then, when a new phoenix rises from the ashes, it may be pretty hard to distinguish it from the old one.

Karen Gold

mergers are on the cards. Karen Gold and Olga Wojtas look at some case studies

Aberdeen goes a'courting

It is now nine months since Aberdeen University's court made its surprise call for an inquiry into a union of the university, Robert Gordon's Institute of Technology and Aberdeen College of Education.

The surprise was not confined to those outside the north-east of Scotland: the rest of the university, and perhaps more importantly the other two proposed partners, had not been consulted.

The rumour immediately went round that the proposal had come from the Secretary of State for Education and Science, Sir Keith Joseph, since the court was asking Sir Keith and George Younger, Secretary of State for Scotland, to establish an independent inquiry.

The Association of University Teachers was aghast that a university should apparently abandon its autonomy by seeking Government intervention, and can have been only slightly cheered to realize that since Sir Keith has so far shown no sign of setting up an inquiry, the proposal can scarcely have come from him.

In any case, even if Sir Keith were convinced that polyversities were the institution of the future, there would be little point in starting in Scotland with its separate education system, which could provide a model for only eight of the 48 universities.

Both the RGIT and the college of education are run through the Scottish Education Department. Robert Gordon's is the largest of Scotland's 14 central institutions - vocational colleges which offer both degree and non-degree level courses - and is generally seen as their flagship. The college of education is one of seven monotechnic education colleges in Scotland.

Since the statement issued in February was unilateral one, the university may have had doubts about the RGIT's and the education college's enthusiasm for the project. In fact, neither institution has openly rejected it.

But the question remains why the university proposed the merger inquiry in the first place. The statement issued by the court is vague and in places verges on the disingenuous. It says the arguments in favour of a union "can be summed up by saying that Aberdeen and its natural catchment area of the North of Scotland have too small a population to support three degree awarding institutions."

None of the institutions has the very high percentage of home students found in the west of Scotland and the proportion falls to a third in the RGIT. The three institutions are not in competition for students. A student who fails to gain entry to the university will almost certainly apply to another university, not the RGIT, and the college of education is obviously only for intending teachers.

The main point which comes out of the debate on links between Stirling University and Scotland's second largest central institution, Paisley College of Technology, is being conducted well out of public scrutiny.

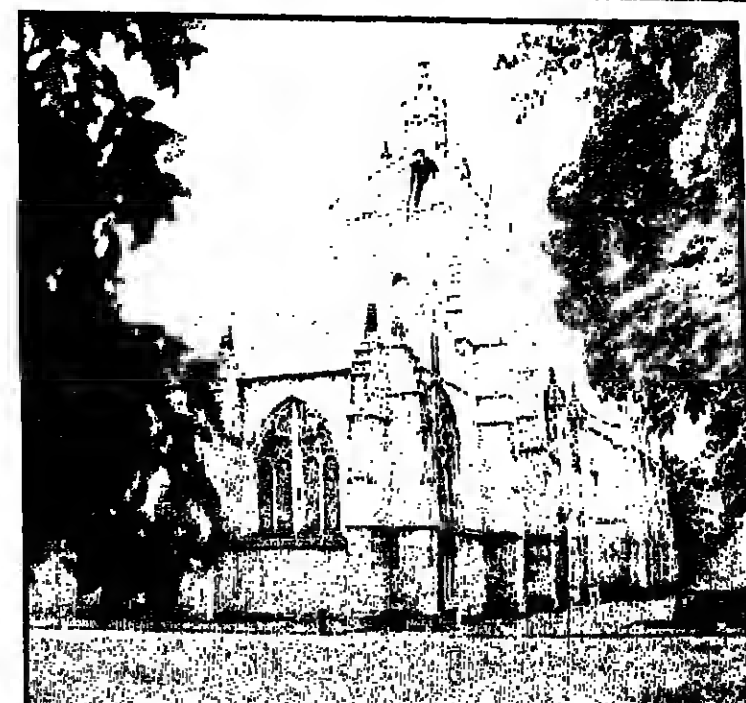
A bland statement to *The Times* last month revealed that the possibility was first mooted almost a year ago; three months before Aberdeen University made its merger proposal.

The statement, signed by both principals, reads simply: "Paisley College of Technology and the University of Stirling have agreed to explore the advantages of some form of collaborative management."

The principals of the institutions have been discussing the possibility informally since last December, and are now setting up informal working parties to consider the range of possible options and to advise on them.

It is expected that if progress is made in both institutions, the two working parties will come together in due course to discuss in detail the conclusions they have reached.

Paisley and Stirling are in a very much happier position than any of the other protagonists in the polyversity moves, given that the two institutions involved have initiated the talks themselves, rather than being subjected to external pressures. Obviously, one institution has to make the



Aberdeen University - failed to consult proposed partners

the court's statement is that union is desirable in engineering, engineering, it says, best shows the problems and opportunities since both the university and the RGIT currently run courses "with inevitable wasteful duplication of effort and facilities". Since the engineering courses at both institutions are completely full, "wasteful duplication" must to some extent be minimized.

An undoubted problem in any merger between the university and the RGIT is their difference of ethos. Obviously, the university sees research as a vital part of its work, but Robert Gordon's sees its prime function as teaching. It unashamedly matches courses and intakes to job prospects.

Privately, Robert Gordon's has not been impressed by the court's claim that "the components are certainly present to make an exciting and distinguished school of engineering". Staff feel most of the excitement and distinction is theirs.

In fact, the university has been rapidly building up a good reputation in engineering, but Robert Gordon's has been first off the mark in becoming involved with the oil industry and gaining international prestige.

The university was badly hit in 1981 by the University Grants Committee cuts and has shown courage and determination in surviving and overcoming them. It has launched a highly successful development fund so that innovation can continue.

But the universities are by no means secure. There may be further cuts and a merger with the RGIT would strengthen science and technology at Aberdeen.

The advantages to the two other institutions are not so evident. Robert Gordon's is thriving under the SED, and values the close, direct links it has with the Scottish Secretary rather than the arm's length running of universities through the UGC. It has serious doubts as to what protection would be afforded its non-degree courses under new management.

Colleges play the mating game

Polyversity moves in London rather resemble the dances called the Paul Jones: concentric rings of universities and colleges dancing in opposite directions with everyone wondering when the music stops just who is going to be paired off with whom.

It was the Inner London Education Authority which set the music going in the first place. Its first review of advanced further education in the capital for 10 years began last spring and it is now in the middle of consultations over published proposals by the authority's officers which will be considered by members in January.

The proposals include a series of possible links across the binary line. City Polytechnic and City University could go together, it says. Thames Polytechnic and Avery Hill College could become an East London Polyversity with Goldsmiths' College (which is currently talking to London University's Queen Mary College) and with the City University, if the City Poly link did not work.

The Open University and London University's Birkbeck College for part-timers could link with the university's extra-mural department and the ILEA's extensive access and adult education work in colleges and institutes. London University's Westfield College could take in the ILEA's Central School of Speech and Drama and some non-advanced further education as well, to become the country's first "comprehensive" post-16 institution.

That last proposal does not appear in the ILEA officers' report; it is still at an earlier and more sensitive stage. The pattern of polyversity planning in London seems to be becoming established fast.

First there are secret and very informal discussions at the highest level: the vice-chancellor of London, Professor Randolph Quirk, met City University's vice-chancellor, Dr Raoul Franklin, the ILEA's further and higher education sub-committee chairman, Mr Neil Fieteler and the ILEA's two top officers for lunch to discuss the original East London proposal.

Hence all their proposals have made it quite clear they are not simply trying to shuffle off some of their college elsewhere. If Goldsmiths' became involved there would even be a third financial interest, since it is funded directly by the Department of Education and Science.

Perhaps the most intriguing features of the London polyversities, should they ever be formed, is that unlike Ulster theirs would be no shotgun marriage. It would be a decision that, for them at least, the binary policy was no longer the most attractive option either in principle or pragmatically.

Given the NAB and UGC involvement from the very beginning, that would be a very interesting decision indeed.

Olga Wojtas

Karen Gold

educational development centre, but Stirling has 240m WANO laboratories science park.

Paisley has a small business centre; Stirling too has pioneered work with small businesses and is now the centre for the Graduate Enterprise Foundation which helps graduates set up their own businesses. In some kind of departmental musical chairs envisaged?

It is still not clear where each institution stands on the possibility of merger. But the secrecy in which the two small working parties are conducting their deliberations is creating a great deal of speculation and unhappiness within both Stirling and Paisley.

The paradox is such that some academics see a Machiavellian plot in the SED's attack on social sciences at Paisley. Stirling is particularly strong in these subjects, they argue, and asking Paisley's departments could be seen as a useful preliminary to a merger.

There seems little point in this lack of openness. Neither the SED nor the UGC is urging either institution in any direction and any form of collaboration will be more successful if it is fully debated by the senate and academic boards.

Olga Wojtas

Secrets between willing partners

initial advance, but again this is a unique case: the present moves are understood to have come from Stirling, but four years ago the university was approached by Paisley, which wanted to discuss collaboration.

Paisley was widely tipped to become Scotland's ninth university, following the example of former Stirling University, which had been merged with central institutions Strathclyde and Heriot-Watt Universities. As the prospect of a Royal Charter faded in the 1970s, Paisley presumably felt it could gain prestige through alliance with a university.

Paisley's neighbours are Strathclyde and Glasgow universities. But there would be a danger of being subsumed by Strathclyde, also a technological institution. Glasgow, one of the strongest universities and a traditional one, would feel little need for transitory links.

Stirling, however, could seem an ideal partner. It runs primarily liberal arts courses complementary to Paisley's engineering and science as a young university built on the Robbins model and is receptive to innovation.

Stirling showed little interest then, but there has since been a change of leadership and it is understood the present principal, Sir Kenneth

Alexander, himself revived the proposal. But there has been a radical change in circumstances. Stirling suffered savage cuts of 25 per cent in funding and student intake in 1981. While it has several science departments and is a leading centre for biological studies, its bias is firmly towards arts and social sciences, currently out of favour with the Government.

Indeed, the university as a whole has sometimes seemed out of favour: when the University Grants Committee was allocating information technology posts, it inexplicably gave none to Stirling, which had just established an information technology chair.

Now the question is what advantage collaboration would have for Paisley, which has more students than Stirling, and a much closer and more amiable relationship with its funding body, the Scottish Education Department, than Stirling has with the UGC.

And there is an undoubted geographical disadvantage: with 30 miles which include Glasgow city centre between the institutions and no direct public transport links.

This will create difficulties for collaboration of any kind. Paisley has noted, microelectronics

A question of answers

The University Grants Committee launched its great debate last week. In a letter to vice chancellors the UGC analysed the current position of the universities and asked 28 questions. PETER SCOTT and NGAIO CREQUER report

1. On the assumption of a constant number of home and EC students and a constant resource per student in real terms from 1983/84 to 1989/90 inclusive, what changes will your institution want to make and how do you plan to achieve them?

2. How would the answer to the previous question be affected if student numbers in this period were to remain constant but the resource per student in real terms were to drop at a steady rate of (a) 1 per cent per annum (b) 2 per cent per annum?

The two compulsory questions which would have formed the core of the more limited consultation being planned by the UGC before Sir Peter Swinerton-Dyer took over as chairman. Both are lifted almost word for word from Sir Keith Joseph's letter of September 1. The second question is really the one that has to be answered because no one believes the promise of steady state implied in the first. The unit of resource can be eroded in two ways: directly by cuts in the university grant, which is up to the Government and so out of the hands of the universities, and indirectly by universities admitting more students. Six months ago the UGC would have argued strongly against this latter course. Today who can tell?

3. On the assumption of constant resource per student in real terms from 1990/91 to the end of the century, how should the higher education system as a whole cope with student numbers dropping by 15-20 per cent between 1989/90 and 1994/95 and remaining constant thereafter? What scope is there for reorganization? Do you see mergers or other forms of association between universities and public sector institutions as desirable and practicable? What scope is there for greater collaboration? Should a significant number of institutions be closed during the five years 1990/91 to 1994/95? If so, what criteria and what machinery should be used to decide which institutions to close?

Really three questions. First, the demography: both the vice chancellors and to an even greater extent the Association of University Teachers are sceptical about the inevitability of such a sharp decline in student numbers, at any rate in universities. Second, polytechnics: there is almost certain to be a hoodlum by the early 1990s but the binary orthodoxy will probably still hold sway up to the end of the century and beyond. Third, closures: a few of the most vulnerable colleges of higher education may be pushed off the end by progressive poaching of students down through the system in the early 1990s, but the scope for coherent contraction will remain limited until a central authority is created that can take an overall view (not the DES).

4. How might any necessary reorganization be financed from recurrent grant and proceeds of sale? Are the conditions which apply at present to the use of proceeds of sale or any other rules relating to the use for capital purposes of resources from public funds unduly restrictive? If so, what changes would be helpful?

The blight of Treasury restrictions affects the whole public sector of the economy but because sensible mergers nearly always require modest capital expenditure may afflict particularly in higher education system in enforced contraction. It is not just buildings; Treasury rules also inhibit gifts of equipment by private firms to universities to use in research.

5. Does your experience suggest that there would be a demand for conversion courses (from arts to science)? If so, how and in what kind of institutions might it be appropriate to provide them? Can you see any other way of meeting the

Secretary of State's wishes?

6. Which subjects do you expect to become more popular, and which less popular, over the next decade?

7. Are there other reasons why you would wish to favour some subjects of the expense of others? Three questions that refer to the all-important question of the balance of subjects. The present Government, like all its predecessors since 1945, wants to see a shift to science. But the onslaught of unqualified utilitarianism is stronger than ever before. Some reading between the lines will see these questions as a signal to keep up the pressure on the humanities and social sciences.

8. Do you think that this (ie the cuts falling more heavily on research) has happened in your institution? Have you any quantitative evidence that bears on this question? If it has happened in your institution, are you taking, or do you intend to take, any counter-measures?

9. Do you think that the dual support system can survive and would you wish it to do so?

10. Would you favour earmarking, or indicating, the research component of the UGC grant? If so, what items of expenditure would be covered by this earmarking or indicating?

11. The Secretary of State has suggested that greater selectivity of research funding may be needed, both within institutions and between institutions. What are your views on this?

12. What priorities, if any, would you suggest for special research investment (beyond those already identified, such as microelectronics, information technology and biotechnology)? Four questions on the future of research that bear both on what has happened and what should happen. The first is not clear; the UGC half of the dual support system has clearly been hard hit by the cuts but the research council half has been protected. The contraction of university staff has hit contract workers, who are more likely to be exclusively involved in research, much harder than tenured staff, who have a larger teaching commitment. But the balance sheet is still not clear.

On earmarking the ABRC, Leverhulme, and probably Sir Keith are in favour; the vice chancellors, the AUT, and (pre-Sir Peter) the UGC are against. The danger is that earmarking could be used to discriminate against the humanities and social sciences by squeezing the unit of resource. The best compromise is probably "indicating", that is non-binding earmarking, that tries to strengthen the hand of research within individual universities.

13. Are there respects in which you would wish your university to have greater freedom from the control of the DES and UGC? What do you see as the financial advantages of this? And the non-financial advantages? What scope do you see for raising additional income, whether tied to specific purposes or not? Could the prospects be improved by a change in the law? If so, what?

Sir Keith's compulsory question on privatization. Vice chancellors (except Strathclyde's) the UGC, and DES civil servants all know it is a non-starter or at the best a marginal issue. Most important of all, the Treasury is not about to change rules for the proper administration of public money that go back to the nineteenth century just to boost a political bid.

14. Is there an essential difference in function between universities and other institutions of higher education, or should they be regarded as a continuous spectrum of institutions?

15. If there is an essential difference in their



V.K.P.P.

teaching function, what is it, and how, in measurable terms, can one distinguish between those school-leavers who would benefit most from university-type education and those who would benefit most from other types of higher education?

16. Should there be more variety among universities in respect, for example, of disciplinary specialization, type of student (mature, overseas etc), teaching style and involvement in research?

17. Do you have views on a desirable balance in the university system, between provision for: i) undergraduates, taught postgraduates and research postgraduates; ii) initial and post-experience provision; iii) full-time, sandwich and part-time provision? In what ways does your view of the desirable balance for your institution differ from your view of the desirable balance for the system as a whole?

Four questions about the future of the binary policy and greater differentiation of the universities. Cynics may see the two as closely connected: the implicit strategy being levelling down rather than levelling up. As the answers to questions 14 and 15 have to be no, because the binary policy is about the politics of bureaucracy rather than the values of education, the spotlight is switched to the present uniformity among the universities. The Swinerton-Dyer UGC is probably much readier to encourage explicit differentiation than the Parkes UGC.

18. What is your experience of the process of accreditation by professional bodies in those subjects in which they operate. What are your views on any other possible system of accreditation or validation of university courses?

A gentle code for asking whether universities should be subjected to some kind of Council for National Academic Awards. It was half-proposed in the Leverhulme report but is probably a non-starter except in the most attenuated advisory form.

19. Would you favour the continuation of the "new blood" scheme? What do you see as its disadvantages and to what extent can they be overcome?

20. What other realistic ways do you see of overcoming the problems of the next five years outlined (in the famine of academic posts)?

21. Would you favour reducing the retiring age to 60, with the possibility of extending symmetrical academic staff beyond 60 on a non-tenured basis?

22. Should the tenure provisions be the same in all universities? If so, what should they be? If not, would there be any long-term consequences? Four questions about the future of the academic profession, including tenure which the UGC feels has to be included despite its limited managerial

Reading between the lines.

ing from demographic trends.

On the balance of subjects, the letter says Sir Keith wants a shift towards technological, scientific and engineering courses, and other vocational subjects.

The research section harks back to Sir Peter Swinerton-Dyer's assertion of a distinction between scholarship and research. Scholarship, the letter says, is keeping abreast of one's subject and writing about what is known. In the natural sciences the distinction is sciences, bordering still in the social

It is unfortunate that scholarship is part of the duty of every teacher in higher education (regardless of sector) and that higher education institutions must make adequate provision for scholarship, including libraries, travel, but research often requires additional facilities, some of which are

expensive.

"In all subjects the largest component of university research is the thinking time of staff, which is extremely difficult to quantify."

On "dependence on public funds" the letter mentions Sir Keith's talks with a handful of vice chancellors on new methods of funding. "It is apparent that any solution involves giving individual universities greater freedom from the control of the DES and the UGC, and this is a policy to which the reasons also."

Clearly Sir Peter wants to tie up the loose ends of the letter. The letter, indeed, also distribution of academic staff. But the letter says that all

position gets far more serious: "student numbers fall as projected and the balance between the university and the public sector is maintained, the size of the university sector will drop by 15-20 per cent. At most, half of the necessary reduction in staff can be obtained from normal retirement. And there will not be another redundancy fund."

The letter looks at some of the "new blood" proposals, specifically specialization in the sixth form, and two-year degrees.

The letter says a disadvantage of specialization in the sixth form is that decisions taken by school children at 15 or 16 restrict their choice of degree course later. The universities greatly influence what happens in the sixth form. Heads say they would like a broader education, but not if it puts their pupils at a disadvantage.

As for two-year courses, the problem with an existing model, the Diploma in Higher Education, is that it is seen as inferior to a three-year degree course.

14 per cent per annum in the system as a whole; and in many universities it will be well below that.

"For comparison, in its proposal last year for 'new blood' posts, the Advisory Body for the Research Councils argued, and the DES accepted, that a replacement rate of 14 per cent was the least that could keep a subject in good health."

"For the next five years... the replacement rate will be slightly below the acceptable minimum, even on the most favourable hypothesis and a nil replacement rate is not unlikely."

The continuation of the "new blood" scheme must be a possibility, even though it could involve the Government giving new money with one hand while taking away existing money with the other. But if this happened it would almost certainly be operated in a highly selective way.

But after 1990, the letter says, the



Lessons from nine lives

In the first part of an occasional series, Lord Ashby remembers the people who helped to shape his career

"Look at yourself in the mirror every morning as you shave and say to yourself: I am an evil; am I a necessary evil?" That was the advice given to me when I gave up being a professor to become a university president and vice chancellor. To be a vice chancellor was not recommended to me as a particularly attractive occupation. It is a re-reat for failed professors, one of my colleagues told me. Why, then, did I resign from an attractive chair in a very distinguished university, to become what academics call a "mere" administrator?

It would be false modesty to pretend I was a failed professor. As professors go, I was reasonably successful. It would be wrong to conclude - as one of my less charitable colleagues did - that I wanted power; in any case I knew that power in universities lies with professors, not vice chancellors: universities are constellations of departments and faculty oligarchy. It wasn't because I had lost interest in biology. It was never part of a planned career.

Indeed I have had no planned career. Only now, as I enter my eightieth year, have I got the leisure to reflect on the accidents and choices that have made me - as one of my more charitable colleagues put it - a Venerable Establishment Figure (not that establishment figures receive, or for me confer, special honours).

Induced I have had no planned career. Only now, as I enter my eightieth year, have I got the leisure to reflect on the accidents and choices that have made me - as one of my more charitable colleagues put it - a Venerable Establishment Figure (not that establishment figures receive, or for me confer, special honours).

One such man was Fred Howarth. From him I learned how to teach and I have copied his style of teaching ever since. He was a North Countryman, a survivor from the trenches of Flanders in the First World War; shy, modest to a fault, high principled, puritanical. He regarded himself, academically, as a failure, for he never got going on his research and he was lecturer in a department where there were half a dozen fellows of the Royal Society. He taught plant anatomy. In the laboratory he was a sort of silent presence. He rarely volunteered information; if you asked him a question he would not tell you the answer but he would suggest to you how to find the answer for yourself.

He was innocent of educational theories. I doubt whether he had ever heard of Comenius, but his style as a tutor (he would have denied that he had any style) was the quintessence of Comenius's maxim: that the aim of education is for the teacher to teach the learner to learn. To the end of his life, Howarth was, through self-effacement, the most successful of teachers. I have always conveyed Howarth's talent to every student I have taught.

Another such man was B. D. Bolas, to whom I was apprenticed to learn how to do research. His career was disrupted by the First World War. I should not have published a little more. His real interest was in making his laboratory work. When he had not the apparatus to work he was not

less interested in the purpose for which it was designed. In those days - this was in the 1920s - research students had to make their own apparatus.

Bolas was a virtuoso glass blower and he designed something for me and patiently taught me how to make it. I used the apparatus for my first experiments and assumed that Bolas would incorporate the data in some paper published under his name, with some acknowledgement of my help in a note at the end. But not at all. He insisted that I should be one of the co-authors and, with the excuse that he liked names to be in alphabetical order, he put my name first. For some 20 years I had research students of my own. Little did they realize, when their names appeared as co-authors, the debt they owed to Bolas.

Good judgment comes from experience but the quickest way to get experience is to make bad judgments. I have made my share of bad judgments and the victims of them must go into the list of people who have influenced me, though that's small comfort to the victims. One such victim was Patrick Brough, a lecturer in the University of Sydney; a Scotsman from Glasgow, very conservative, teaching an old fashioned brand of botany. He was some 20 years older than I and when I went to Sydney as a brash young professor I deemed it necessary to squeeze one of his courses almost out of existence in order to make room for more up-to-date topics. Well, it was necessary to do that, but it didn't have to be done as I did it, precipitately, with lack of appreciation due to a sincere man doing his best. The consequence was that my mishandling of a colleague sapped his self confidence and made him less effective as a teacher. Since then, I have had to be a hatchman on several occasions; at least, thanks to Pat Brough, I now know how to do it more humanely.

In Sydney the academic business of the university was managed by the professor. So in my early thirties I had to learn how to conduct myself in senates, councils, and committees. My teacher (though he never knew it) was an economist, R. C. Mills. He was chairman of the professional board, the equivalent of the senate in a modern British university.

I realized... that there is some resemblance between a university senate and poultry in a farmyard

To preside over a gaggle of professors can be exasperating. Anyone who imagines that professors commune together in a spirit of sweetness and light knows little about academic life. It has been described (by an American professor) as the bitchiest of professions. Under Mills's chairmanship, the most blatant exhibition of self-interest, the most outrageous mis-statement, the most provocative discourtesy, failed to ruffle his managerial composure. He rarely spoke except to regulate the formalities of the meeting. His sense of timing, knowing when to put a matter to the vote, was superb.

"With the assiduity of a birdwatcher I studied Mills as a chairman. I realized long before the invention of sociobiology, that there is some resemblance between a university senate and poultry in a farmyard. There is a pecking



Lord Ashby: a Venerable Establishment Figure

order, influenced by such totems as FRS and FBA which - believe it or not - do not endow their possessors with superiority in wisdom about the management of a university. There is ritual behaviour, as instructive to observe as the behaviour of courting birds. For instance, when a professor says: "I am far from convinced" at a senate meeting, it is likely that he means: "I don't understand this proposal. I do not intend to try to understand it. I shall vote against it." For the last 40 years of my life I have been what could be described as a professional chairman, in universities, on commissions, on parliamentary select committees. Often, when I was in a tight spot, the ghost of R. C. Mills was there to help me.

Australia taught me many other things beside university administration. How, for instance, to treat one's employees. Never let a gardener or a cleaner to do something; instead, say: "How do you think we can get this job done? This mess cleaned up?" That was the advice I received. I tried it out first on the cleaner in the botany school, Mrs Chase, a lady of ample blunk talk, and robust opinions. It worked. Mrs Chase and I became friends; it was our botany school and we wanted it kept clean. At one point I got an assistant for her. This led to a squabble between them about who was to do what. Mrs Chase burst into my room. "Do you know what she called me?" Mrs Chase said. "She called me a bitch." "We can't have that in our department," I replied. "No, we can't," she said, "but do you know what I called her back? I called her a bloody bitch." So I congratulated Mrs Chase, and her loyalty to the botany school was reaffirmed. Since coming to Cambridge, where there are still a few dozen of those servants as though they were items of furniture, I have often had cause to be grateful to the lessons I learned from Mrs Chase.

I owe a debt not only to an Australian prime minister, but to an Australian workman. At one point to the war was worked for Mr Chiffley, when he was prime minister. A simple, sincere man, transparently honest; son of an engine driver, so he told me, and he would never cross a Melbourne street if the traffic light was red even if no traffic was in sight. "In memory of the old man," he used to say. When he appointed me he told me: "If you put your advice on two pages, I'll read it myself. If it's on five pages, my secretary will read it. If it's longer than that, it won't be read in my office at all." Chiffley's advice was invaluable to me when I changed my occupation to become a mere administrator.

"Mere" is the appropriate word for an office where one presides over a university. Maynard Hutchins (a whizzkid among university presidents in the 1930s, when I saw him in action in Chicago) said that to be a university president is not much strain on the intellect, but it is a hell of a strain on the

character (and, I can add, on one's physical stamina). The vice chancellor has to preside over scores of people more distinguished intellectually than himself. They may be more distinguished, but some of them have tunnel vision, seeing nothing ahead except the achievement of what is called "my own work" (and this doesn't mean teaching): vindication of a theory in physics, the definitive edition of a classical author, the dating of pottery from Crete.

I decided that one should prepare a lecture as a concert pianist prepares for a recital

The vice chancellor cannot excel in such disciplines but he has to create an environment where others can excel; and this is a trade ("trade" is the right word, for it involves constant bargaining) calling for certain subtleties. If the vice chancellor has a bright idea it would be the height of ineptitude to issue a directive about it or even a memorandum of advice. He must unobtrusively feed it in at a low level, informally over lunch, and watch it percolate slowly upwards. With luck it will come to his desk months later as a recommendation. If it does, he should greet it with the surprise parents exhibit when their offspring show them what Santa Claus brought them for Christmas. And where did I learn that? From Hector Hollistering, principal of Glasgow University in the 1930s, a giant among university administrators.

Words, spoken or written, are still the academic's main tool for communication. After 50 years I have acquired some facility in their use. Many people have taught me; I have space to mention only two. It was J. B. Famer, my professor at Imperial College in the 1920s, who taught me (though he never knew this) how to give a lecture. As a demonstrator under his first-year lectures, this meant that I talked with him two or three times a week. The lectures were brilliant, but two other things about them impressed me even more: one, the painstaking preparation beforehand, to give what appeared to be an effortless talk on a subject that must have been very familiar to him; and two, the evidence of tense nervousness, I noticed immediately before he went in to lecture, even though it was to elementary students. That was what I decided that one should prepare a lecture as a concert pianist prepares for a recital.

I declared that I had some facility in the use of words. There is a danger in that facility, namely that the elegantly balanced sentence, the quotable phrase, the nice antithesis, may take precedence over the content. Of course I have known this for years but scientific papers are written in a style which minimizes that risk.

It was when (for reasons irrelevant to this article) I tried to work on history that I encountered the danger. I had undertaken to do a major piece of work on the "export" of universities from Britain to India in the 1850s and to Africa in the 1930s. I asked the Institute of Historical Research to find for me an historian to act as a research assistant. It was in 1961. A shy woman, aged about 40, responded to my inquiry and with hesitation (for she doubted whether it was "real history") agreed to work with me.

Her name was Mary Anderson. She had been a Fellow of the Institute and had worked on nineteenth century history. She was an expert in digging material out of archives, but so self-critical and fastidious about accuracy that she found it difficult to commit herself to print. So we arranged that I should compose draft chapters out of the thousands of pages of notes Mary Anderson sent me, hoping I had faithfully interpreted the notes. My drafts came back peppered with criticisms of false generalizations, unsupported assumptions, misleading simplifications. With gentle admonition, Mary Anderson applied to me a criticism I had applied much more bluntly to Brand Blanshard to the writings of Macaulay: "In satisfying his passion for clarity, he allows himself to omit... qualifications (that are there in the facts, but would smudge his sharply etched lines if he were to put them in the picture)."

This was the beginning of a collaboration that lasted for over 20 years. Together we wrote four books, all based on Mary Anderson's research. By the end of that time I was cured of any temptation to be lucid at the cost of being accurate.

These, then, are nine people who have influenced me. All of them, alas, have died and cannot read this record of my gratitude to them. If my kind colleague's label for me - Venerable Establishment Figure - is a valid one, these are among the people who have made it so. But let me add one last confession, applicable, I guess to other VEFs as well as to myself. As a class, VEFs are fortunate: their work has been appreciated, their efforts rewarded. But even in his eightieth year, beneath the ease and composure, there is still a perplexed and sometimes scared old kid asking: Why did this happen to me?

Lord Ashby was vice chancellor of the University of Cambridge 1967-69. He has been chancellor of Queen's, Belfast since 1970.

Robbins IV. Toby Weaver on the inevitability of a binary policy

The Robbins report landed on my desk at the Ministry of Education 20 years ago, followed by a day or two later by a prompt and generous statement by the then Conservative government accepting many of its recommendations. The editor has invited me to recall my impressions on first reading it and to trace the development of government policy thereafter. Early in 1964, as part of the process that I later described as "the dialectic within the office", I shared my first thoughts with some of my colleagues and the Inspectorate.

I said: "The report stands on three legs: a philosophy, a plan, and a policy. They are mutually supporting. The committee faces the problem of reconciling freedom with order. It concludes that there is a need for a coordinated system of higher education where none exists today. It states four of the main aims of higher education. First, vocational: instruction in skills and preparation for careers. Second, educational: the promotion of the general powers of the mind to produce cultivated men and women. Third, intellectual: the advancement of learning and the search for truth through teaching and research. Fourth, social and cultural: the transmission of a common culture and common standards of citizenship."



After quoting some contemporary criticisms of these aims I went on: "At the same time the committee announces a radically progressive principle - which the Government has accepted - that higher education is to be available to all who are qualified to pursue it and want it. This on grounds alike of humanity and national need. Later in the report it seeks to reconcile academic freedom with national interest."

I questioned however whether the committee did not tend to understate the claims that the community which supports the universities has on them to promote its own welfare. "In their proper concern to keep the academic community as such inviolate have they forgotten that the very towers stand in a marketplace whose concerns it must share and whose interests it must foster?" I asked.

"Next, the plan. This, a prodigious achievement, is a quantitative assessment of the scale of provision needed to higher education by 1980. The figure of 216,000 students in 1962 needs to go up to 559,000 by 1980. To reach this target 328,000 places are needed by 1967 and 392,000 by 1973. The government has already accepted both these interim targets and promised the resources to achieve them. These estimates are conservative in that they allow no relief of the rigours of competition. Many abortive attacks have been made on this plan, but the committee's arguments have already changed the opinion in Parliament, within the universities and in the country as a whole about the scale of expansion needed."

"Thirdly, the committee's policy for the ordering of institutions. What kind of co-ordinated system would best fulfil its aims and principles? It had a theoretical choice between regionalism, comprehensiveness, tripartitism and hierarchy. It recommended the last - a variety of institutions distinguished by their functions and arranged in a pecking order. The main division is between those institutions which are to be of university status and those that are not.

"The rigour of this distinction is to be mitigated in two ways: first, students are to earn equal academic awards for equal performance; second, the principle of escalation must apply to both institutions and students. It may be that the divisive tendencies of this institutional hierarchy are unavoidable, but any hope of avoiding them will be greatly reduced if, as the committee proposes, there should be one minister to look after higher education and another to look after lower. The main argument, in my view, for one minister and one ministry for all education is a simple one summed up in the words of the Education Act: 'Education is a single continuous process. It should therefore be organized and supervised as a single whole with one powerful Cabinet Minister to keep a proper relation between its parts. Only thus can you secure educational, administrative and social unity.'

"The five arguments I have heard used in favour of two ministers are mainly negative. If there is to be a single ministry, it is said: (i) the span of control will be too wide for one man; (ii) its civil servants will be incapable of an administrative style appropriate to

universities; (iii) the minister will emphasize teaching at the expense of research; (iv) the principle of continuity is false - there is nothing to unify; and (v) two ministers competing within the Cabinet for a share of the national cake will secure more than one. Of these five arguments, I went on: "The first is misinformed, the second mischievous, the third mistaken, the fourth misguided and the fifth misconceived."

I next speculated about the consequences of accepting the committee's philosophy, plan and policy. "First, the universities. The defining characteristic of an institution of university status is that it shall be autonomous. This freedom is to be guaranteed by the Inter-University Board of a University Grants Commission. The Government in its statement last October - I am sure rightly accepted this recommendation at once.

"The rewards and obligations of a university are roughly these. It should largely be controlled by academics; within wide limits it should be financially non-accountable; the courses it provides should be of a high academic level; it should apply exacting standards of admission; it should cater predominantly for full-time students and recruit them nationwide; and it should offer a good proportion of postgraduate courses and conduct a large volume of research.

"These represent, so to speak, the rules of the university club and of them the committee offers only one criticism - overspecialization. They want a much higher proportion of students to receive a broad education for first degrees. University education is to be swift: from 130,000 in 1962 to 197,000 in 1967, 218,000 in 1973, and nearly 300,000 by 1980. Of this final 300,000 places are to be found by expansion of the existing universities and colleges of advanced technology (CATs), 30,000 by the creation of six new universities, and about 20,000 by giving university status to some of the teacher training and regional colleges.

"The Government has already agreed that the CATs should be promoted. As for the training colleges for their academic development, the pace of their expansion and, controversially, for their administrative control, they should continue to provide three-year concurrent certificate courses, supplemented by a big increase in the form of four-year courses leading to a new degree, the BE, to be confirmed, 131,000 set for 1973 and the late 1970s respectively.

"The Government has accepted its target of 174,000 non-university places by 1973, but the share of the training colleges is still undecided. The local education authorities should be taken out of the hands of the local authorities, and brought under the voluntary colleges in university schools of education, which would receive earmarked grants from the UGC.

"This proposal has some attractions



and raises some doubts. It is attractive to the colleges because they get, so to speak, a foot in the university club; and to the teaching profession in that it will put them more on a par with the other professions. How attractive it is to the universities is not known: unless the plan is a non-starter. Doubts arise - I put them in the form of questions - on three counts. Would this plan tend to divert the colleges from their main task, the production of well-qualified teachers for the primary schools? Would it seriously impair the minister's responsibility for teacher supply? Would it be wise to disperse with the resources of the I.C.A.S in a period of unresolved? These issues remain simply put to all the interested parties the open question: What are your reactions? We await their answers.

"The committee evidently found the regional and area colleges of FE the most difficult sector to assimilate with its philosophy, plan and policy. It is to be the residuary legatee. This regional colleges are faced with the dilemma between renouncing the advantages of promotion and abandoning their trust - which is to provide massive opportunities for part-time courses at advanced level, and full and part-time courses at technician level. The quantitative targets set them are so modest as to make less than sense: from 28,000 advanced places in 1962 they are to achieve only 45,000 by 1973 and 59,000 by 1980. To relieve a gloomy picture there remains one recommendation of immense importance: that students in non-autonomous institutions who complete courses of degree standard should, at least, receive a degree. This is to be achieved by the creation, to which the Government has given a solemn pledge, of a Council of National Academic Awards.

"On the final question of the future organization of higher education, I suggested to my colleagues that there were two possibilities. If all the committee's recommendations were carried out, then by 1980 no fewer than 88 per cent of the 559,000 students would be in autonomous institutions and 12 per cent in the public sector. While the committee had shown that there still abided a large unexploited pool of ability capable of engaging in the search for truth through teaching and research, the future of higher education would be looking no higher academic value but as a means of

preparing them for good jobs. In the light of the universities' proper emphasis on academic values and their comparative isolation from social demands and pressures would it be right to entrust to them virtually the whole of the huge task of training for jobs at the higher level?

An alternative policy, I suggested, would be to expand the training colleges and the regional and other senior technical colleges and to develop out of what might be broadly conceived of as colleges of applied sciences, looking to the CNAA for their academic awards. This raised equally severe questions. Who, I asked, was to run these institutions which might eventually cater for nearly 250,000 students? This I.C.A.S already administered 25 regional, 160 area and 100 training colleges, the ministry 50 voluntary training colleges. Would it be possible to develop a reasonable system of flexible control out of these arrangements? I finished up by my impressions thus: "This, I think, is the great issue: a unitary system of higher education under the aegis of the universities; or a bipartite system with all the difficulties it involves. I cannot predict how it will come out."

At this point, early in 1964, the Government had accepted "the Robbins axiom" and a 10-year programme of expansion to embody it; the promotion of the CATs; the creation of the CNAA; and the maintenance of the UGC principle. Five crucial issues were still to be resolved: one minister or two; the future of the training colleges; the creation of new universities and SISTERS; the promotion of other institutions; and the organizational changes needed. Only the first was settled before the Conservative government fell in October 1964. On April 1 the Department of Education and Science was created under a Secretary of State with responsibility for the whole range of education and civil science. Sir Edward Boyle, who at that moment was translated from Minister of Education to Minister of State under Mr. Quintin Hogg (as he was), declared 15 years later that "the victory for those who favoured a single Secretary of State proved almost a push-over", and added that there were up to half a dozen reasons why, as he put it, Robbins lost.

The first decision was made for Labour by Mr. Michael Stewart when in December he announced that for the present the existing training colleges should continue to be administered by their existing maintaining bodies. This conclusion, Sir Boyle also revealed later, had the support of the UGC, and had already been reached by the Conservative government in that they would have acted the same way. The disengagement of the colleges, now to be renamed colleges of education, was partly assuaged by the Government's encouragement of closer academic links with the universities and their stated intention to secure the review of the internal government of the colleges - a promise fulfilled in 1968 when the Education (No. 2) Act

gave effect to the recommendations of the Weaver report.

On February 24 1965 Mr. Anthony Crosland, who had succeeded Stewart a month earlier, told the House of Commons that the Government, following the advice of the UGC, had decided that, with one possible exception, more new universities or accessions to university status would be added in about ten years, and that it would be better to build up Imperial College as two other major technological institutions than to create five SISTERS. Boyle at once told the House that he agreed with these decisions. It was, he believed, at this point that the binary policy became inevitable. At the time the colleges were already expanding very large stake in higher education. The first overt indication of Crosland's thinking came in a major speech a month later when he and Boyle made very similar speeches. (Boyle later explained in Kogan's book *The Politics of Education* how this had come about.) They both welcomed a continuing place for the non-autonomous sector of higher education, and on the committee's estimate of 50,000 places by 1973 for the regional and area colleges Boyle said, quoting Dr. Johnson, "Sir, do not let yourself be imposed on by such an absurdity."

Just a month later, in a speech at Woolwich, Crosland made explicit what he described as the dual, and in subsequent speech the plural or binary system. In the course of these speeches he defended his policy on grounds. The first he called a severe practical reason, that the system had existed for 70 years and more, so that there was no question of starting with *tabula rasa*. It would have been wrong if the universities, the I.C.A.S, the voluntary bodies and the government institutions had been thrown, as he put it, into a melting pot of administrative reform. Next, he claimed that it was a valuable feature of our democratic tradition that elected representatives and local authorities should maintain a stake in higher education. Third, he said that at a time of rapid expansion and changing ideas what was wanted was a variety of institutions under different control and not a monopoly situation implied by a unitary system. Fourth, there was an increasing demand for vocational, professional and industrially-based courses which could not be met by the universities alone. Fifth, there was a virtue, as had been shown by other countries, in the concept of a non-university sector which was at once degree-giving, vocationally oriented and professionally directed. Lastly, he claimed that the non-university sector would be weakened and demoralized if the leading colleges, on achieving high standards, were automatically to be given university status.

Between the two speeches Crosland had given the policy its official expression by the publication of his *Plan for Polytechnics*. The characteristic features he assigned them are now too well-known to need repetition. Boyle later claimed for the Conservative government a share in the paternity of Crosland's policy when he said: "People still sometimes speak as though Tony Crosland's Woolwich speech was a bolt from the blue, almost as if of unprovoked aggression by a minister over-persuaded by his civil servants, and went on to reveal that he had himself put in a Cabinet Committee paper on very similar lines in March 1964. This claim was sustained by Mr. Margaret Thatcher when as Secretary of State she described the development of the policy as both consistent and bipartisan, and it was confirmed by Lord Annan in 1981 when in the course of some ambigiously sympathetic remarks about me he said in the House of Commons that Boyle had told him that the Conservatives had been returned in 1964 they too would have insisted on retaining public control over a large part of higher education. "But that error," Annan added, "gave Sir Toby his chance. He declared that universities were delightfully elegant ivory towers, but if we wanted real revolution to white heat, then we would get them only by vastly enlarging the public sector. And that argument fully convinced me that Tony Crosland, I have searched in vain for an anachronistically Wilsonian declaration."

Sir Toby Weaver was deputy secretary at the Department of Education and Science from 1962 until 1973.

Looking at the memoirs

The new archaeology

by T. C. Champion

In Pursuit of the Past: decoding the archaeological record by Lewis R. Binford Thames and Hudson, £12.50 ISBN 0 500 05042 2

Lewis Binford was the biggest figure both physically and intellectually in a revolution which overtook archaeology in the 1960s. Starting in the United States, and following after a short time in Britain and other parts of western Europe, this revolution questioned the established perception of the nature of archaeology, its aims, its methodology and its philosophy.

The movement has been called, especially in Britain, the "new archaeology", but the name is frequently no more than an emotive term of approbation or abuse. Many of the features of the new were in fact already well established in the old, but it is clear that by the 1960s archaeology was reaching a crisis. The accumulation of data was accelerating rapidly with the pace and scale of development, and the availability of new techniques for the recovery of types of data hitherto largely ignored, such as botanical remains, and for scientific analysis of artefacts was leading to an information explosion. At the same time, the perfection and wide application of scientific dating techniques, especially radiocarbon, was solving one of the problems that had obsessed archaeologists for the previous century, the correct sequential ordering of their data.

These very rapid developments had not been matched by any comparable change in the theoretical or methodological structure of the discipline. In Britain, thinking at this level had largely stagnated since the days of Gordon Childe's early writings: his later work was studiously ignored. Archaeology had become obsessed with particularities, with the construction of ever finer typological and chronological systems, with the tracing of similarities in material culture between different areas, and the piling up of ever more data to improve these ideas. The proper aims and methods were hardly ever questioned and, in so far as any theoretical stance was explicitly acknowledged, interpretation was based on concepts of culture, culture change and human progress popularized by Childe in the 1920s. Material culture was regarded as the physical expression of a social group, and the aim of archaeology was to identify these cultural groups, to assign new finds to them, and to trace similarities between them; similarities or discontinuities could be explained in terms of migration, or more generally in terms of "diffusion" or "influence". In this way the archaeological record could be used to write a sort of pseudo-history of prehistoric peoples.

Things were not very different in America. In the introduction to a volume of his collected papers, *An Archaeological Perspective*, Binford gives a fascinating description of the world of American archaeology as he saw it in the early 1960s, in which comparison of material culture traits was the main objective, and "influence" was identified by an almost mystical process of intuition. It was a world of autocratic professors who refused PhDs and ignored appointments to young graduate students and faculty trying to make their name and their career while promoting unorthodox ideas. Binford, as a newly appointed professor at Chicago, was actually prevented from finishing his first seminar by disapproval. Such experiences have doubtless contributed to his frequently polemical tone of some of his writing, and to his perception of the way sciences, and in particular archaeology, is done: not for him the "rational" or "random" process described by Thomas Kuhn or Paul Feyerabend; science is promoted by the selfless exercise of the critical intellect, and archaeologists should ask "Probut", (one of his favourite words) - arguments to give meaning to their data.

The new version of archaeology offered by Binford and his students and colleagues was very different. It

aims were different: not to write a particularistic pseudo-history of the past, but to explore the general explanations for the similarities and differences in human societies and their development. It had a different concept of culture, which it saw not as the physical expression of group identity, but as the extraneous means of man's adaptation. It even dealt with different data: not just the artefacts, but relationships between them, patterns in the archaeological record which could be described, measured, assessed and discussed rationally. It undoubtedly needed new techniques to collect and record the data relevant to its new aims, and a new set of arguments to give meaning to those data. Perhaps its most important and lasting feature was that it was overtly theoretical; the epistemological structure of the subject was laid bare and, in the words of the late David Clarke, prehistory lost its innocence.

In the heady days of the early revolution there was considerable optimism about the capacity of archaeology to answer the big questions about the development of human society, but in the cold light of much sobering hard work it has not proved so easy. The extreme positivists who sought the laws of human society have failed to produce even one such law that would satisfy everyone, and much research has succeeded only in throwing up yet more complex problems. In the circumstances, it is only natural that a certain disillusionment should set in and that there should be a retreat from theoretical concerns to bury oneself in detailed studies. There was a similar sense of frustration in geography and sociology when they too found that the hopes raised by their quantitative, positivist revolutions were not fulfilled, though in as much as archaeology did not share their messianic belief in their ability to improve the world, that failure has been less traumatic.

In its wake there has been a profusion of different approaches to the study, including various forms of idealist, structuralist and Marxist archaeology. Binford rejects all these as philosophical and epistemological preconceptions to which the archaeological data must be accommodated. Instead he is seeking an objective method of giving meaning to the archaeological record. Although he pioneered the exploration of many different themes of the new archaeology, he has in recent years pursued a course of research rather different from the interests of many of his contemporaries. Archaeology is unique among the sciences of human society in trying to make inferences about man's past from observations which are obstinately in the present. No amount of additional facts, or of scientific or statistical analysis, will by itself yield information about the past. Such inferences can only be made with theories derived from independent sources, and it is to the development of these theories that Binford has devoted the recent years.

These theories could be built from

current observations of current material culture, gained from experimental archaeology or the archaeology of historic societies or ethnography. Binford's own work has been mainly in this last area, and he has spent much time observing in detail the workings of modern hunter-gatherers such as Eskimo and Australian aborigines. In this way he seeks to establish general theories of human culture as a robust basis for archaeological inference; such theories are, for Binford, based on regularities in human adaptations. The skeptic may well ask why the dissimilarities between cultures are so little considered, and whether such a functional Darwinian view of human adaptation and change, itself possibly a philosophical assumption about the correct way to approach the data, can do justice to the multifaceted pattern of human societies.

Binford does at least concentrate our minds on the particular problem - how can archaeology make inferences about the past? *In Pursuit of the Past* is the most important presentation of one solution to this question yet to be argued in print, and gives us a fascinating insight into the way such intellectual problems can be tackled. Binford addresses two points in particular, the formation of the archaeological record and the inference of its meaning. The discovery of early hominid fossils with the bones of large animals and sometimes stone tools has frequently been interpreted as evidence for man the mighty hunter, but Binford argues that the association of these objects in the archaeological record can only be properly assessed when the processes that led to its formation can be accurately described: these include not only geomorphological processes but also the habits of all the relevant animal species. Hence the recent interest among archaeologists in the ecology of hyenas and leopards. It can be shown that many of the observed associations are the result of documented geomorphological and animal activity, and a picture emerges of man in competition with other scavengers: man the hunter, not man the hunter. Similarly, Binford argues that Leakey's picture of man living on the edge of a game-rich water-hole at Olduvai Gorge is misconceived. Observation of animal behaviour at such water-holes shows that the lesser animals typically live well back and drink there during the day, leaving it clear for the larger hunting species at night. A consideration of formation process and animal ecology can thus produce a very different picture.

To give meaning to these patterns once established, Binford turns to ethnography. The period known as the Mousterian, roughly 100,000-35,000 BC, is characterized by a wide variety of different assemblages of material, traditionally interpreted as the cultural expression of individual groups. From his journey into the world of the Mousterian, however, Binford argues that such groups typically occupy and monitor territories up to 25,000 km² and their material deposits vary greatly with season and function of site usage. Careful recording of modern hunter-

gatherers and detailed analysis of their deposits are producing a closer understanding of the regularities in the workings of such societies, and a powerful basis for interpreting archaeology. The classic area of the Dordogne, which exhibits in the Mousterian a pattern of long-lived and distinctive material assemblages, was seen by François Bordes as a land where separate groups of hunters lived side by side in neighbouring rock shelters but managed to maintain the integrity of their own social existence and of their distinctive set of cultural items over many millennia. To Binford, however, the entire area of the Dordogne, which has perhaps the greatest density of recovered palaeolithic material in Europe, is rather on the small side for the territory of even one group of hunter-gatherers, and the variation in site deposits is therefore more likely to be

number of common themes in each essay. His broadest theme is the appearance of "science" as a recognizable activity, and subsidiary to this, the relation of science to the ambient folklore and to the dominant (and largely social) world picture or "ideology".

The twelve essays are grouped into three sections dealing with zoological taxonomy, Greek attitudes to women, and aspects of medicine (pharmacology, anatomy and gynaecology) - each of which (together with the book as a whole) has an introduction and conclusion. What we have here is not only classical scholarship provided with as much apparatus as anyone would need but also history of science as a distinct (and much newer) activity.

Part one takes a broadly anthropological view of Aristotle's zoology. This involves an examination of how Aristotle viewed man as supreme among the animals, his grouping of animals. It also involves an interesting attempt to bring an anthropological idea - that ritual avoidance to society is a manifestation of the status of



Lewis Binford

gatherers and detailed analysis of their deposits are producing a closer understanding of the regularities in the workings of such societies, and a powerful basis for interpreting archaeology. The classic area of the Dordogne, which exhibits in the Mousterian a pattern of long-lived and distinctive material assemblages, was seen by François Bordes as a land where separate groups of hunters lived side by side in neighbouring rock shelters but managed to maintain the integrity of their own social existence and of their distinctive set of cultural items over many millennia. To Binford, however, the entire area of the Dordogne, which has perhaps the greatest density of recovered palaeolithic material in Europe, is rather on the small side for the territory of even one group of hunter-gatherers, and the variation in site deposits is therefore more likely to be

due to factors of seasonality and function within the activities of a single group.

This volume is made up of the edited transcripts of a series of lectures given by Binford to a variety of audiences on a recent visit to Europe. The editors have made a skilful job of a thankless task and the result is certainly one of the most readable of his works. His prose style can be idiosyncratic to the point of opacity, which gave many people the excuse for not making the intellectual effort to understand the message. His lecturing style, however, is clear and forthright, and these written versions manage to retain much of the excitement of the intellectual quest he is describing.

T. C. Champion is senior lecturer in archaeology at the University of Southampton.

are contrasted in the cases of Pity (burdened by the weight of written authority) and of anatomical terminology (where a technical language did not fully develop). The final study of Soranus again examines a critical, indeed sceptical approach both to folklore (the superstitions of midwives) and to different forms of ideology propounded by theorizing and empirical sects of medical men.

Lloyd's command of the primary and secondary material is impressive. There is so much more to the book will become an important resource for scholars. Occasionally, to be sure, so detailed is the scholarship and so careful the author in evoking extravagant conclusions that the notion of what Greek science was slips through our fingers, leaving a space defined by folklore, ideology and modern expectations of ancient science.

R. K. French

R. K. French is Director of the Wellcome Unit for the History of Medicine, University of Cambridge.

A critical tradition

Science, Folklore and Ideology: studies in the life sciences in Ancient Greece by G. E. R. Lloyd Cambridge University Press, £25.00 and £8.95 ISBN 0 521 25314 4 and 27307 2

Complementing his earlier study of Greek science (*Magic, Reason and Experience*, Cambridge University Press, 1979) Lloyd's new book deals with the life sciences. As he observes, this topic is to a certain extent artificial, as there were no "life scientists" in Ancient Greece, but root-cutters and natural philosophers with little in common. His avowed exercise of bringing together a number of essays under the broad heading of "life sciences" is, then, the proper one. He works hard - perhaps too hard - to address a

BOOKS

Christian revivals

All Faithful Peoples change and continuity in Middletown's religion by Theodore Caplow, Howard M. Bahr and Bruce A. Chadwick
University of Minnesota Press, \$19.50
ISBN 08166 12307

Muncie, Indiana, alias Middletown, has been revisited. In the 1920s and 1930s the Lynds traced changes over a decade, against a backdrop which receded as far as the 1890s. This third study, by several hands, enables us to see American religion in depth up to almost a century.

Apart from being so much studied, Middletown is supposed to be typical. True, its massive piety is still below the average for America as a whole, and it lies in a belt where Methodists are overrepresented and Baptists and Roman Catholics underrepresented. But otherwise it is the midpoint.

For sheer variety, energy and extent, American religion has been a source of wonderment since de Tocqueville. The statistics show a long-term growth which peaked in 1964, and then dropped a little to a fairly steady level of 61 per cent of Americans in membership and about 40 per cent attending on any given Sunday. In today's America, 41 per cent of young adults think religion should be very important in life, whereas in western Europe only 10 per cent hold the same opinion. For that matter half the students in Middletown hold to the biblical story of Creation.

This means that when sociologists document the argument that modernization equals secularization they have to fit in the fact that the American trend has been rather the other way. It is possible to suggest, of course, that in the USA secularization proceeds within the religion itself, but that requires a rather stiff definition of what is to count as "real" religion. When I attacked trinitarian theories of secularization in 1965, the definition of "real" religion and the choice of historical base-line figures quite largely. On the evidence of this new book the opposite of "real" religion - "real" secularization - would have to be defined by some rather marginal criteria. One would admit that people go to church twice as often as half a century ago. But one could point to the way Christians don't worry any more about movies and dancing. One could show that they are more charitable than they were towards other Christians, other religions and individual offenders against the accepted moral code. As evidence for secularization, the advancement of charity seems to me inadequate.

The material on Middletown is clearly marshalled and persuasively interpreted. As in so many community studies you find steadily through chapters on every aspect: observance, denominational identity, rituals, devotions, the clergy, Catholic-Protestant



"Winifrede and her Ladies", a photograph from 1938 taken from Greta Kent's book about lady musicians, *A View from the Bandstand* (Sheba, £3.95).

differentials, churchgoer-non-churchgoer differentials, young people's beliefs. And then suddenly you come to a few key pages which sum it up very rapidly.

In brief, the Lynds diagnosed a decline since the 1890s, which they projected into the future. The actual picture shows, however, that, since their first researches, Middletown has more churches per capita, twice as many regular participants, more marriages celebrated under religious auspices, more members of the labour force engaged in religious activity, proportionately more money set aside for religious purposes, more pay for the clergy, and a larger proportion of broadcasting time allotted to religion. "Revolutions" continue unabated.

One may add to these yet other findings which show that sermons are not significantly more secular. Nor are church people more active politically. The supposed changes towards ecumenism go no further than the national structures. At base the ordinary Christian accepts variety and profers autonomy, and keeps ecumenism at the level of charity towards other seekers after truth. Each has a right to go his own way.

There have been some changes, of course. Perhaps the "higher" church forms of Protestantism have less pull and certainly the Methodists have lost their effectiveness. New chapels have sprung up, particularly for Pentecostals, and these have taken over part of that old Methodist role. "Southern" Protestantism is expanding and finds its strength among the less educated and less well-off. Roman Catholic levels of practice have dropped, and so has the size of their families, while their social success has increased. Another classic differential, now greatly smudged, is the difference in practice between labouring and business classes.

Religion, with marginal declines, remains orthodox so far as central matters of belief go. Two thirds of adults "truly know God exists" and "have no doubt Jesus is the Son of God". Among these strong believers

about half may be characterized as devout. Highly specific denominational beliefs do not figure largely in their devotion. In Middletown you pray almost as much if you are a labourer as you do if you are a businessman. If you are a postgraduate you tend more than others either to pray at all (21 per cent) or to pray a great deal (33 per cent). Only the very well educated go to church stay married longer and enjoy it more. Indeed, they feel better generally.

I liked this: "Dr Wendell Hasen, internationally known bird trapper, will present a special programme at 10.30am Sunday in the First Church of the Nazarene. Tropical and exotic birds gathered from around the world will be featured. Unbelievable Feats! Flying Backwards! Sword Swallowing! Plus Much More!" But even a sword swallower doesn't make a secular summer.

David Martin

David Martin is professor of sociology at the London School of Economics.

Union growth

The New Working Class? White-Collar Workers and Their Organizations a reader edited by Richard Hyman and Robert Price
Macmillan, £20.00 and £7.95
ISBN 0 333 27283 8 and 272 284 6
White-Collar Unionism by K. Prandy, A. Stewart and R. M. Blackburn
Macmillan, £17.50 and £7.95
ISBN 0 333 32889 2 and 328890 6

In the study of work, one of the abiding concerns over the past two decades has been the growth of the white-collar workforce and its increasing representation within the trade union movement.

Among the causes of this continuing academic interest has been the sheer scale of growth of white-collar employment in Britain in the 1960s following the US into a society where more than half the workforce is engaged in non-manual work. This reflects not only an expanded service sector and larger central and local government administrations, but also the greater numbers of clerical, technical, scientific and managerial workers required to coordinate activities in large-scale organizations. In the same way, it is in sections of the white-collar workforce where the dynamics of union growth has lain over the last twenty years, first in the growth of unions in the public sector and then during the seventies by increased unionization in the private sector and among groups formerly noted for their low interest in trade unions, particularly women and managers.

In addition, the nature of white-collar workers and their work together with the character of their representative bodies have become a focus of concern to those sociologists seeking to illuminate developments in capitalism in general and in the

structure in particular. For the burgeoning of this enormous, diverse and often individualist and status-oriented group is, to many, the main evidence countering Marxian ideas of the proletarianization of the class system into two opposing camps of bourgeoisie and proletariat. Hence, for the student of social stratification, the question of whether the white-collar workforce is essentially attached to, or separated from those groups and organizations more easily identified with a traditional working class, is central to understanding the nature of social class in advanced capitalist society.

In their reader, Hyman and Price have brought together extracts from more than thirty books and articles to address the twin issues of the nature of white-collar labour and white-collar unionism. To this end the book is divided into two parts, each prefaced by a detailed introduction and commentary by one of the editors. Unfortunately the latest extract reproduced here was published in 1979, so the impact on white-collar work of, for example, new technology and the current economic recession, are not covered in any detail. Nevertheless, overall the book provides a readable and useful collection of material. Readers such as this often prove popular with students, since they cut short searches in a library (not necessarily a good thing) and do the job of extracting and summarizing many of the most pertinent arguments (though at the danger of encouraging a superficial assessment of particular contributions).

White-Collar Unionism echoes a number of the issues contained in the Hyman and Price book of readings. Using a survey of almost two thousand male non-manual workers undertaken in the 1960s, Prandy and his colleagues have sought to examine the particular factors associated with employee involvement in trade union and staff associations, as well as contributing to the wider debate on the links between trade unionism and social class. Among the variables related to involvement, the authors emphasize the explanatory value of two concepts they have developed in earlier work: "enterprise unionism" (the level of independence from, and militancy towards an employer as expressed by the employee) and "society unionism" (the employee's degree of identification with the wider labour movement).

While benefiting from the size of the survey, the work suffers, among other things, from the long delay between survey and publication (a delay which prevents assessment of important developments in the 1970s and 1980s), and the restriction of the study to male workers, even though many of the important changes have had more impact on the predominantly female sector of the white-collar workforce. With new technology bringing about a transformation of the office, and the implications of this for the future quantity and quality of work, it is surprising that there is no indication that the study of work is about to let up.

Paul Blyton

Paul Blyton is lecturer in the department of business administration and economics at the University of Wales, College of Science and Technology.

All about everything

Growing Up In Great Britain: papers from the National Child Development Study edited by Ken Fagelman
Macmillan, £25.00
ISBN 0 333 34394 8

The National Child Development Study is phenomenal. The 16,000 children born in one week in 1958 were studied at birth and at the ages of 7, 11, 16 and, recently, 23. On each occasion, information was obtained about their social background, family characteristics, physical and psychological development, ill-health, accidents and medical treatment, educational experience and achievements and just about everything else you can think of. It has involved the active cooperation of every school and every local health service in Great Britain. It represents as great an administrative achievement as a contribution to the study of children.

Anyone who has tried to write up a full report on a major survey will immediately boggle at the idea of presenting a comprehensive analysis so massive a source of data covering so many issues. So has the National Children's Bureau. After the seven-year-old phase, a single report was produced (R. Davis, N. R. Butler and H. Goldstein, *From Birth to Seven, 1972*). Since then, books have been written on particular subjects, without an overall report having been attempted. But dozens of scholarly articles have been presented in learned journals, and this book tries to fill the place of a general report on the 11 and 16-year-old phases, by collecting together nearly sixty of them between a single pair of covers.

The articles have been collated in chapters offering various results on the same subject, grouped under the general headings of social background and development, health and physical development, the school, behaviour and written language. Ken Fagelman has edited and abridged the articles so as to avoid too much repetition between the several contributions making up each chapter. But the book reads like a patchwork of essentially independent contributions. Since each of these contributions consists almost entirely of a workmanlike presentation of one or two findings from the survey, it is difficult to say what the book adds up to. The editor offers it primarily as a work of reference, commenting that "it is extremely unlikely that anyone will set out to read this book from cover to cover".

For specialists in research on each particular subject, the relevant chapter is soundly based and should be read (though most specialists can be assumed already to have read the articles in their original journals). The researcher with an interest in methodologies may like to dip into other chapters, to see how various questions have been tackled by researchers influenced by other traditions than his own. But it seems to me that a laudable attention to methodology has obscured the true intention of research, which is to say something useful.

Growing up in Great Britain is an attractive and not inaccurate title. Yet, like the study as a whole, the book promises more than it yields. It is ironic that as the survey has come closer and closer to synoptic data - finding out all about everything - the analysis appears to have concentrated more closely on issues of detail without offering general conclusions. It is shown in a chapter seven that myopia is a problem that develops progressively, often (unlike practically every other misfortune) in people with exceptional intellectual talents.

On the evidence in this book, perhaps the NCDS researchers have developed myopia. We cannot see the forest for the trees. But we should look forward to more, and more ambitious, analysis of this massive source of information.

Richard Berthoud

Richard Berthoud is a senior research fellow at the Policy Studies Institute.

BOOKS
Southern man

William Faulkner: first encounters by Cleoth Brooks
Yale University Press, £14.95
ISBN 0 300 02995 0
Faulkner: the house divided by Eric J. Sundquist
Johns Hopkins University Press, £14.50
ISBN 0 8018 2898 8
Yates and Bye: Faulkner's Fiction by Hugh M. Ruppersburg
University of Georgia Press, \$16.00
ISBN 0 8203 0627 4
Threads: Cable-strength: William Faulkner's *Go Down, Moses* by Dirk Kuyk, Jr
Bucknell University, Associated University Presses, £14.50
ISBN 0 8387 5037 0

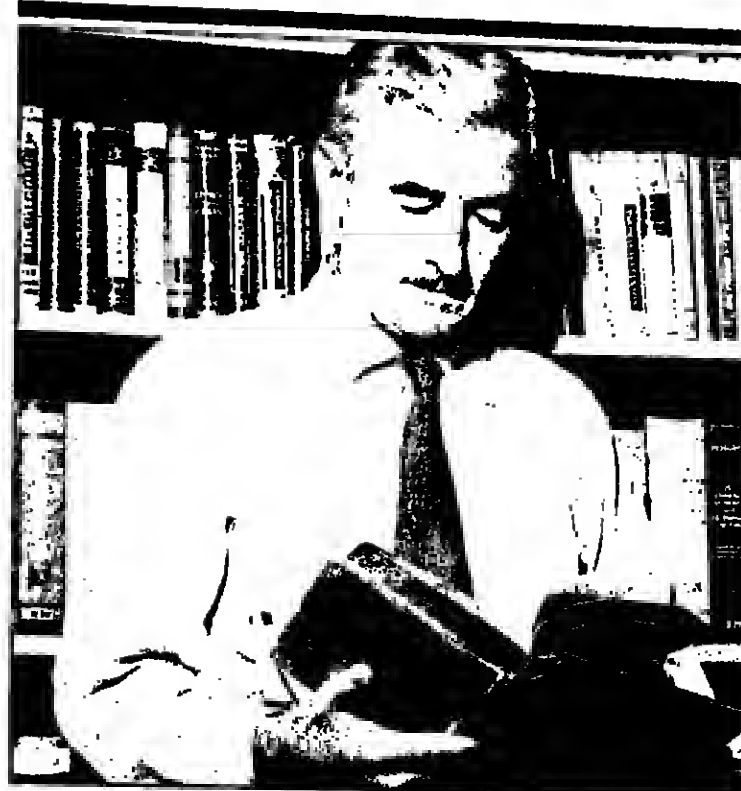
The near simultaneous appearance of four full-length studies of Faulkner's work suggests that the industry is again peering itself in the American university system. So it is with relief I find all four studies offer comment of value and interest.

The most general of these is by Cleoth Brooks. It is both an introduction and a guide through Faulkner's work, short stories and the novels. Though it is intended for the general reader, Professor Brooks's insights into the tortured world of Faulkner's work should be of interest to scholars as well. Written with the clarity and almost lapidary style which have distinguished so much of Brooks's work over the years, the study concludes that Faulkner's south, and in particular Yoknapatawpha County, becomes a field on which the dramas of the human heart - so central not only to American but also to European culture - can be acted and re-acted.

To an interviewer in 1956, Faulkner mentioned his "own little postage stamp of native soil" where he discovered he could create a whole cosmos, and in doing so came to feel that "time is a fluid condition which has no evidence except in the momentary evanescent of individual people". To an extent the studies of both Professor Sundquist and Professor Ruppersburg illuminate aspects of the problem of time in Faulkner's works, but they approach this from very different directions.

Professor Sundquist takes, of course, part of his title from the phrase Lincoln made part of the currency of time, or as Faulkner himself put it, "the eternal of the 'house divided' - the eternal that breaks apart through the 'original sin' of slavery." Perhaps the central chapter in Professor Sundquist's book is that on *Abraham, Abraham*, the novel which at once Faulkner's most ambitious and most frustrating. The author looks both at Faulkner's ambivalence towards the south - illustrated by the characters' hugely complex and forever changing attitudes toward it - and relates the issue to the central one of time, or as Faulkner himself once phrased it, his feeling that "there is no such thing as was only is". In this chapter, as in the whole of this erudite and closely argued examination, the reader is taken to the heart of the matter: of a world which becomes a time stamp for most readers of the American author who is perhaps our most puzzling.

Professor Ruppersburg is, on the surface, more concerned with the point of view to Faulkner's fiction. He argues that Faulkner was acutely conscious of eliminating any judgmental, authorial or narrative voice; desiring to substitute the voice of the community for the voice of the individual. In a sense, perhaps this study is the most valuable of those under discussion. The argument is very convincing, the book modest. In the deepest sense this book should be read with (but of) Professor Sundquist. Between the two, Faulkner studies take a good



William Faulkner

The title of Professor Kuyk's study arises from the strands which knit together all the disparate elements of what has long been Faulkner's most puzzling novel, *Go Down, Moses*. Immensely rich in its parts, it has baffled readers and critics alike for its seeming lack of cohesion. In its ingenious and highly entertaining examination, Professor Kuyk argues that "the fundamental pattern of *Go Down, Moses* is thus the paradox. The narrative affirms the static and dynamic patterns of juxtaposition and condensation. For one not convinced by this line of reasoning, preferring with Professor Brooks, to admit to a thematic unity of sorts but not much else. Nevertheless, Professor Kuyk's work is never less than readable and often offers valuable insights into the

Too many tasks

The Modern American Novel by Malcolm Bradbury
Oxford University Press, £9.95
ISBN 0 19 212591 5

Malcolm Bradbury sees the 1890s to the present as the period when American fiction moved from marginality to centrality, and gives additional coherence to his argument by subdividing the period as a whole into specific moments, that are related both to American history and to formal developments in the crafts.

Bradbury's aim is to combine the American studies approach, which emphasizes how a body of writing grows out of a distinctive national culture, with the comparative literary method, which tries to unravel the threads binding together the writers of different countries. Accordingly, each of the book's seven chapters is prefaced by a brief account of the major historical features of the moment under scrutiny, and by an attempt to explain such international movements as naturalism, modernism, proletarian realism, and postmodernism. Readings of particular texts, which constitute the bulk of each chapter, are anchored to careful reassessments of context.

The main problem with *The Modern American Novel*, really, is that Bradbury has set himself so many tasks and tries to do justice to them all. This gives a freetric quality to much of his discussion; and it makes some of his prose seem dotted, packed to the point of indigestibility. Nor is too burden of his task entirely to blame for the book's weaknesses. The style is sometimes willfully mannered, and the author rarely uses just one phrase when he can find two or three that are roughly synonymous. Quite apart from all this, there seems to be some confusion about the book's intended audience. Its basic structure, which offers few surprises for anyone acquainted with American literature, and its fairly painstaking account of such familiar topics as the disillusionment that set in after the First World War, suggest that it is meant for people new to the subject. But Bradbury's

parts themselves which make up the novel.

In the 1956 interview, Faulkner said that man "is compelled to make choices between good and evil sooner or later, because moral conscience demands that from him in order that he can live with himself tomorrow. His moral conscience is the curse he had to accept from the gods in order to gain from them the right to dream". In their very different ways, all four of these studies explore the labyrinthian paths through which this belief led William Faulkner.

Lyman Andrews

Lyman Andrews is lecturer in American studies at the University of Leicester.

convoluted, if often fascinating, examinations of such things as the function of language in the later James, or the uses of history in Faulkner, seem to assume a rather higher level of background knowledge.

This confusion about audience in turn raises questions about methods of selection. If Bradbury does wish to undermine received ideas - to redraw a literary map which can take it for granted his reader knows already - then it is hardly possible to object to his choices and emphases, although they are of course open to argument. But if his aim is to introduce, to offer an authoritative preliminary chart, then it does seem necessary to ask why some writers like Anderson and Sinclair Lewis are given such relatively detailed attention, while others such as Wright and Norman Mailer are passed over quickly and still others like Willa Cather are simply ignored.

All of which is not, by any means, to dismiss the book: *The Modern American Novel* can be recommended, despite its weaknesses - for its intellectual energy, its frequently exciting accounts of individual authors, and its pleasing blend of information and enthusiasm. Bradbury manages to say something interesting even about such exhaustively discussed books as *The Great Gatsby*; his examination of, say, John Dos Passos amply justifies his approach, weaving together as it does an attentive reading of apocryphal texts with an incisive account of larger, formal and historical, issues; and he offers some beautifully judged summaries of such complicated matters as the characteristics of postmodernist discourse. "At its best," Bradbury claims, "the novel is an ever-changing act of apprehension, belonging in the world of our changing thought, our changing history". It is to his credit that he manages, finally, to justify this claim by responding with scrupulous, sympathetic attention to the multiple forms and sinuous development of American fiction.

Even in its idiosyncrasy, in fact, its occasional moments of eccentricity or imbalance, this book offers an appropriate tribute to some of the most rich and strange works and the altering landscapes they seek to possess.

Richard Gray

Richard Gray is reader in literature at the University of Essex.

Ill winds from Paris

Teaching the Text edited by Susanne Kappeler and Norman Bryson
Routledge & Kegan Paul, £5.95
ISBN 0 7100 9412 4

It is difficult to see the point of this collection of lectures. The editors say: "Whatever we are teaching [methodology or literature], it seems legitimate to ask how". But none of the contributors does ask this question - or even touches upon it, let alone answers it. Just as well, perhaps, since as a group they have nothing in common save the coincidence of having all been in Cambridge at the time of the structuralist row.

In effect, this is the sort of random collection, varying wildly in worth and subject-matter, that one tends to get in festschrifts. Thus, it begins with a piece of close analysis of Collins's "Ode to Evening" by John Barrell, a piece that uses relevant ideas of the period in a literary-critical way (to help to illuminate the poem). It ends with a metacritical feminist piece by Lisa Jardine designed to demonstrate that the forceful, "liberated" women of Renaissance drama did not correspond to the reality of women's lives at the time. In between, we have essay-lectures on a variety of writers - English, French, German and Spanish - from various periods.

In so far as any unifying tendency is discernible it is that of an ill wind from Paris. A number of the contributors, in the Parisian way, are not content to be clever but seem to strive to be seen to be so (a technique singularly unsuitable to the lecture-room). In fact, though the collection as a whole shows that what is taught is admirably varied, it leaves grave doubts about how it is taught: most of the items seem too densely packed and convolutedly uttered to be taken in, and noted, at a hearing.

Paris makes itself felt, too, in a pervasive structuralist influence - sometimes merely verbal: of Marquise it is said that he "satisfies not just the refined taste of academic *Jouisseurs* . . . It may be futile in comparison to the *nouveau roman* (but it bursts) the binary opposition between readable pleasure and the ecstasy of writing-reading". At other times, however, it is material. J. P. Stern rightly says that "history in literary criticism is irrelevant if it does not throw light on the text", but several other writers clearly feel that literature is irrelevant

if it does not throw light on history - or they simply ignore literary matters. Colin McCabe starts by purporting to settle the old dispute as to the quality of Milton's style but in fact dodges the issue by concentrating in a structuralist way on what it (allegedly) unwittingly reveals, rather than on how well it conveys meaning and feeling, and what it does in, or for, the English language. The steps of his argument include the assertion that Eliot was really saying that the Civil War is "still an active issue in English society"; the conclusion is that Milton believed in individual religion and thus wrote in an appropriately idiosyncratic style - which leaves the literary issue just where it was.

Tony Tanner's piece on *Wuthering Heights* and *Jonathan Eyre* does cover literary matters but is marred by the same sort of silly cleverness that spoils *Adultery in the Novel*.

By making us see Lockwood and Heathcliff existing in the same space, Emily Bronte can show how space can become uneasy, problematical, holding incompatible. But she is not writing about space. Or again, hemmed by his *gurus*, instead of saying that Jane feels lost and aimless, he writes:

A wash in time, her life is in danger of losing all grammar and syntax. She also experiences a comparable spatial dislocation.

This same lecture happens also to exemplify another recurrent fault in this book: a cavalier disregard for standard English. A pedantic objection perhaps - but after all these are lectures to young students of English, and if lecturers in English departments will not uphold standards who will? Thus Tanner writes of "a make-prentend wife" rather than a "make-believe" one. Anita Kermode writes "has gone Emerson one better" rather than "gone one better than Emerson" and "he fessed up" rather than "he confessed"; and Norman Bryson speaks of Hester as a "hero". As he does this several times, it is presumably due to some middlebeheadedness about sex-discrimination.

This is a minor matter, of course, but added to the general tendency of many of these lectures towards unnecessary complication, clotted style, show-off trendiness, and excessive paraphrase, it does cast doubt on the value of both the volume and the teaching - a doubt not entirely removed by the obvious intelligence of all the contributors and clear but stimulating contributions by John Barrell, Frank Kermode, J. P. Stern, and Raymond Williams.

Allan Rodway

Allan Rodway is reader in English at the University of Nottingham.

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Edward Arnold
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BOOKS

A chemist's life

A Time to Remember: the autobiography of a chemist by Alexander Todd
Cambridge University Press, £15.00
ISBN 0 521 25593 7

People elected to the Royal Society are invited to deposit personal records of their lives, to assist in due course the authors of the society's biographical memoirs. Lord Todd's book could be regarded as an expanded exercise of this sort, in that he is addressing people who will understand something of the background behind his actions and choices. A much wider readership should be interested in a man from an unprivileged home who rose to the top of a scientific profession and won a Nobel prize for his research; successfully reconstructed the school of chemistry at Cambridge; became a member of the House of Lords and adviser on many scientific matters to successive governments; was Master of one Cambridge college and assisted in the foundation of another; served his five-year term as president of the Royal Society; and helped to restore the fortunes of the press that now publishes his autobiography.

Todd's style is conversational and he uses what Wells once called a studied commonness of phrasing. A reader, led to infer from his book the qualities that brought him all those and many other experiences and honours, might decide that common sense was the principal one; and in a way that would be right. Many with exceptional mental powers suffer from an excess of imagination that leads them to attempt the impossible. Todd uses his mind pragmatically. He is interested in pow-



Lord Todd in 1957, the year he was awarded the Nobel prize for chemistry.

er, and fully aware of the importance of delegating it to carefully chosen subordinates. He must be a good chooser, to judge from the number of his former associates and students in positions of responsibility today. He fully accepts the standards of the right-wing elite into which he made his way: a fish in water, he doesn't want the water muddied. He shows in these pages not a flicker of self-doubt. All true, that, but incomplete. It is not

exactly a pragmatic man who, told to work while recovering from a heart attack, decides to learn Chinese. A seeker of power does not normally enjoy many friendships. Todd has a legion of friends. And although his career and Margaret Thatcher's have similarities, Thatcher's efforts to rise to the top of the scientific hierarchy to politician's truth would not have come easily to Todd. Many trust, and like him who do not share his politics.

A successful scientist normally travels a great deal: travels and so journeys in a score of countries are narrated with gusto and discernment. Todd has an eye for the incongruous and many of the anecdotes are of things going wrong. He fell in love with Australia and has made many friends there. Throughout, there is wise comment, mainly but by no means exclusively on scientific policy.

Todd rightly insists that science is an important part of any general culture. He comes fairly close to exemplifying this in a presidential address to the British Association, and in his anniversary addresses to the Royal Society, reproduced as appendices to the book. In these, general views on scientific policy and on the role of science in society and government are presented in more concentrated form and with an impressive force of intellect and experience.

It is not necessary to be a chemist or even a scientist to enjoy this book. As a contemporary account of an important life, it could be recommended to anyone who may think that science is a race apart, or that things and not human beings claim all their interest. Personally I read it with a pleasure tinged only with regret to have missed the even more candid version that I suspect the publisher saw first.

J. W. Cornforth

Sir John Cornforth is emeritus professor in the school of chemistry and molecular sciences at the University of Sussex. He was one of the recipients of the Nobel prize for chemistry in 1974.

Quantum ladder

Microcomputer Quantum Mechanics by J. P. Killingbeck
Adam Hilger, £11.95
ISBN 0 85274 455 2

How sad to learn a language but then to have nothing to say. This is, however, a very common situation in computing. Students learn how to write simple programs in Basic or perhaps Fortran but beyond the rather boring exercises found in programming instruction manuals there is often nothing upon which they can test their new-found skills and no way of building upon their experience by using the computer on real or even realistic problems. Dr Killingbeck sets out to remedy this situation by providing a book on the use of microcomputers in quantum mechanics.

The realm is well chosen as quantum mechanics is fundamental to many areas of science and yet the equations are not terribly complex. Even with microcomputers such as a Sinclair ZX-81 or a CBM-Pet, perfectly realistic quantum mechanical problems can be solved. Some familiarity with Basic, however, would be an advantage to the reader.

The mathematics is kept simple, emphasis being placed on the application of the same methods to a variety of contexts. For example, the use of an iterative method for calculating energy levels is inverse and recurring relations are constantly recurring themes. The text is replete with examples and worked exercises which should help the reader to develop useful skills. The background of the quantum mechanics, on the other hand, is not explored. For the reader is referred to other texts, including the author's earlier book *Techniques of Applied Quantum Mechanics*.

By the author's own admission this book is to some extent complementary to J. C. Nash's *Computational Methods for Chemists*, especially in the coverage of matrix eigenvalue calculations. However, although the applications of quantum mechanics are clearly shown with the aid of the computer, the physical meaning of the results is not

molecular orbital theory and examples of programs to perform pi-electron Hückel calculations might have broadened the book's scope; and wavefunctions and their applications would have been intelligible to sixth-formers.

One other major criticism is that if the author has intended his book for undergraduates and researchers, then I doubt whether they should be encouraged to persist with Basic. After all, most of the genuine applications are likely to be in Fortran or Pascal. However, as most students' first taste of computing is in Basic, the author may be right in his attempt to provide something worthwhile to say in that language which is of a genuine scientific nature and at the same time possible on devices now widely available. This book provides for that need, and might conceivably represent the first in a series which would help the student up the ladder of complexity in both machine and language.

Graham Richards

Graham Richards is a university lecturer in physical chemistry, and a fellow of Brasenose College, Oxford.

Equations of state

Kinetic Theory and Entropy by C. H. Collie
Longman, £10.95
ISBN 0 582 44368 7

Designed as a text for what Dr Collie calls "beginners" in university physics or physical chemistry, this delightful book challenges the slide towards predigested and heavily structured courses.

Although the treatment of kinetic theory covers familiar ground (for perfect and imperfect gases), the treatment of entropy is more unusual: it is first introduced classically and rather formally, as an integrating factor for the heat flow; and then re-introduced from Boltzmann's statistical point of view. The leads us, in fairly elementary terms, as far as the partition function and Gibbs's paradox.

Finally, there are chapters on traditional formal classical thermodynamics and, refreshingly, on experimental evidence.

The book is a delight for several reasons. Dr Collie combines an unfashionable love of the history of the subject with determination not to let his beginners oversimplify, and so student will leave the chapter on kinetic theory without having been forced to think, hard, about the complexities of the subject. The book immerses the reader in unexpected experimental illustrations and the physical thinking. The same atmosphere pervades both the examples (which "do not have the neatness of minutes" of examination questions) and the extended answers to them. Fear, however, that the book may prove to have some defects as a first or main text. Partly because of an admirable willingness to compare different treatments, some rather difficult, and partly from an understandable dislike for too rigid a logical structure, the author may have made it too difficult for the average, steady student to follow together the contents of the book in his mind. For instance, it is difficult to subject usually find it difficult to understand how the notions of temperature and entropy are to be established for general systems from the classical point of view; and although they will follow some of the detail in chapter five, I suspect that rather few of them will emerge from it with a clear overview of the argument. More important but still valid approaches do exist.

A more minor criticism is that, despite the care which the author has taken to expose difficulties in his arguments, he has nevertheless camouflaged a few snags on which my experience, bred of a definition of catch (such as the definition of the hard-sphere equation of state, which more importantly the reason for giving all quantum states equal a priori weight to the Boltzmann calculation of entropy).

I hope, however, that students especially the more able ones, will read this book: it has many merits.

J. R. Waldram

J. R. Waldram is lecturer in physics at the University of Cambridge.

BOOKS

HISTORY

What Irish history is all about

British Policy and the Irish

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by John MacColgan

Allen and Unwin, £10.00

ISBN 0 04 941011 3

Britain and Ireland, 1914-23

by Sheila Lawlor

Gill & MacMillan, £20.00

ISBN 0 7171 1147 4

The Partition of Ireland, 1911-25

by Michael Laffan

Douglas Press, IR £3.00

ISBN 0 86221 106 6

States of Mind: a study of Anglo-Irish

conflict, 1780-1980

by Oliver MacDonogh

Allen and Unwin, £11.95

ISBN 0 04 941012 1

The writing of Irish history, like that of any other country, follows two dissimilar but complementary methods: the detailed monograph, concentrating on a narrow and well-defined period and topic, and keeping within the boundaries of specialist research; and the broad survey or synthesis, which offers an interpretation of an extended period.

Each has its place in helping to provide an answer to the question posed by Professor J. C. Beckett in his inaugural lecture in Queen's University, Belfast, in 1963: "We may, in one sense, know what happened; but do we know what Irish history is all about?"

The lack of fundamental research on many (perhaps most) periods of Irish history was because of the late development of scholarly habits, for it was not until the 1930s that Irish historians were exhorted and encouraged to distance their subject from Irish politics. Irish history needs the kind of detailed, if narrow, investigation that only a solid, well-defined piece of research can provide.

John MacColgan's study of the administrative aspects of British policy in Ireland is a fine example of the expertise of unpublished material. His work is not the well worn and oft told tale of British policy in Ireland during the troubles, but the impact of administration and administrators on policy making, and the significance of administration in the political dealing between London, Dublin and Belfast. A glance at Charles Townshend's book on the British campaign in Ireland, 1919-21, would have cleared up the error (perpetrated by myself) that the Black and Tans began in May 1920. Recruitment started in 1919, and lived on until the end of 1921, and the Black and Tans were in Limerick following April. And it is difficult to

Rule and misrule

Germany in the Later Middle Ages by F. R. H. Du Boulay
Athlone Press, £18.00 and £6.95
ISBN 0 485 11220 5 and 12042 9

Germany in the later middle ages was a confused jumble of dialects, territories, jurisdictions and social and economic conditions. The German "monarchy" and "empire" had only a shadowy existence, often with an even more shadowy "king" or "emperor". The difficulty of generalizing about such an intractable subject explains why there are few adequate surveys of the period, and until now none at all for the non-German reader. It is a considerable achievement that Professor Du Boulay has not only mastered this complex material, but produced a general book which is at once informative, scholarly and engagingly readable.

Dr Boulay never hides the complexity and confusion in the development of Germany during his period, roughly the thirteenth and fifteenth centuries. Indeed, the only uplifting feature he

finds is the common language, which he uses skilfully in his first chapter both to define his subject and to show the range of sources available to study it. However, by means of carefully chosen typical examples, he leads the reader lucidly and intelligently through the maze, whether discussing the development of kingship, the agencies of rule and misrule, principalities, urban and rural communities or the church.

The book has two strong features. The discussion is heavily weighted towards political history, but provides sufficient coverage of social and economic development that it never becomes narrowly political. Second, Dr Boulay has a down-to-earth awareness of the place of ordinary people in history that enables him to explain a general trend through telling personal case histories. This skill also informs his gentle scepticism about many of the wider generalizations the period has attracted, generalizations formed out of interest in or beliefs about later periods of German history. He is excellent in his regard for the non-German reader, in explaining German terms and using adequate English equivalents. He makes impressive use of art and literature to broaden interpretation and to give a flavour of and insight into the everyday life of the period. (It was frustrating,

however, to have an illustration of the nose-dance at Göttingen without any further explanation of its significance.) Here we find one of the weaknesses of the book, that it has too little to say about popular culture or popular religion. The chapter on countryside communities was too brief for the importance of the subject. Similarly, his discussion of religion deals with formal piety, but says nothing about the kinds of belief and practice increasingly stigmatized in the period as superstitions. Surely, in the light of recent literature, the phenomenon of witch persecution deserved more attention. For all that, this is a very fine book, of great use to the teacher and student of German history.

Too often, it is the history of Germany after 1500 which merits attention, while we assume knowledge about the previous two centuries as mere background for the Reformation period. Professor Du Boulay has shown just how false some of these assumptions are, and how fascinating the study of Germany in the thirteenth and fourteenth centuries can be in its own right.

R. W. Scribner

R. W. Scribner is lecturer in history at Cambridge University, and a fellow of Clare College.



Eamon de Valera in 1921

see how anyone seeking to place Ireland in its proper context in British politics at a higher level can dispense with K. O. Morgan's study of the postwar Coalition Liberals.

This is not more nit-picking. For it makes the point, not that Dr Lawlor should not have written a book, but that this is not the book she should have written. She includes, among the well-worn episodes, some original and interesting material on the Republican side of the story and she is especially good on relations between the Dail and Irish Republican Army. She offers original comments on Michael Collins and Eamon de Valera. But such fresh material is buried in an unremarkable and commonplace narrative account. Of course, such an account has its uses; but the exaggerated claims made by the author and publisher cannot be sustained, and a detailed study of civil-military relations on the Irish side would have done Dr Lawlor far more justice.

The general editor of the Dublin Historical Association monographs makes no such ambitious recommendation of Michael Laffan's summary of the partition of Ireland, 1911-25. This book is designed for teachers, students and the general reader, and is especially directed at those preparing for the Leaving Certificate and the GCSE A level. It is described as a synthesis of the findings of specialists.

This modest proposal hardly does justice to Dr Laffan, for it would be hard to find a better balanced, more authoritative account of a complex and bitter transaction. He uses mainly secondary and published material, but he offers a perceptive and sympathetic interpretation that is peculiarly his own. He is even-handed and helpful in interpreting Irish Nationalist or Ulster Unionist attitudes alike, and he provides a neat balance between the forces making for partition as a possible outcome of the conflict, and the immediate political circumstances which rendered both partition and the creation of a separate Unionist state the actual consequence of the conflict. His little book should find a place in all school libraries (not to mention university libraries) involved in the teaching of modern Irish history.

But when the dust has settled, and such books are read and digested, we are still left with the question: do we know what Irish history is about?

Oliver MacDonogh has devoted his scholarly career to the study of partition problems in British and Irish administrative history on the one hand, and the designing of new and challenging interpretations of the Anglo-Irish relationship on the other. His *States of Mind* falls into the latter category, and it is written with a characteristic style that almost disarms criticism. The uninitiated may find it a little difficult to get their bearings, for the book consists of a series of topics or essays on particular themes, economic, political, cultural, social, and a good deal of knowledge is assumed. Persistence is recommended, for almost every page is distinguished by a novel and provocative comment. The chapters on constitutional politics, clerical influence, and the Gaelic movement are subtle and profound.

Professor MacDonogh has opened a debate, and it must be joined. His comparison between British policy in Ireland, 1775-1801, and 1969-80 is rather breathtaking and (like all historical comparisons) arouses some unease in the more orthodox mind. But it suggests reflections on the British role in Ireland, a role too often presented as one of injured innocence. His characterization of the Anglo-Irish relationship as essentially colonial is also debatable. It was the very intimacy of Ireland and England, which no other country experienced (except perhaps Wales, and to a lesser extent

Scotland) that bears out the truth of the commonplace remark that there are no rows like family rows. For are not Ireland and England, who share so much in cultural terms and yet differ so much in political character, like members of a family who are at odds and yet so much at home with one another?

No British colonies, not even those of British settlement like Canada and New Zealand, have been placed in the position where their very closeness is a barrier to, not a means of, understanding each other. The 1918 conscription crisis, to take one example, was not a typical case of Britain seeking to treat Ireland as a colony, but a good illustration of a self-consciously dutiful head of the house seeking to bring the black sheep of the family to a sense of his responsibilities.

It is a measure of Professor MacDonogh's achievement that his book stimulates historians to seek patterns of development in Irish history. He demonstrates once more that originality does not necessarily lie in the collecting and quotation of unpublished sources, but in an attitude of mind, in a way of looking at the Irish, and English, past.

D. George Boyce

George Boyce is acting head of the politics department at the University College of Swansea.

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BOOKS

HISTORY

Viking raid

The Vikings to History

by F. Donald Logan
Hutchinson Education, £15.00 and £6.50
ISBN 0 09 145190 6 and 145191 4

The study of the Viking Age and the debate among historians as to its true significance for medieval history is one of the issues which has dominated modern historiography over the past generation.

There are several reasons for this. The traditional emphasis on the role of the Empire and Papacy had proved insufficient to explain the evolution of Western society at cultural and economic levels, and even the political and constitutional study centring on the concept of empire failed to appreciate the contribution of the barbarian West and North. The Vikings not only operated outside the ambit of the Carolingian and German empires, but their phenomenal energy as warriors, traders, colonizers and intrepid travellers brought them into contact with societies as far removed from each other as the Greenland eskimos and the Caliphate of Baghdad. The Vikings operated not only on the fringes of Christian Europe and the Islamic world but they also attacked these civilizations at their centres leaving behind a trail of destruction striking fear into medieval chroniclers from Islamic Spain in the west, to Byzantium in the east.

Donald Logan's book on *The Vikings in History* is to be welcomed as a general survey of this period even if it does raise a few eyebrows in what this American author describes as "the holy places of medieval history". Professor Logan, coming to the subject as a late medievalist, is entering a veritable Norse snake-pit of entrenched position and venomous comment, where dragons guard not only the rules of Old Norse syntax and metres, but also no small amount of pedantry, scholarly reputation and assured royalties. It would be a pity if Logan were to fare no better than the legendary Ragnar Hairy Breeches who met his death in a Northumbrian snake pit, but like the Viking Ragnar, the problems confronting this writer are legion. He has bravely attempted a synthesis of Viking history ranging geographically from Martha's Vineyard to the Caspian, but it is this dazzling range of activity which makes it so difficult for the writer of a general survey to cope with the multitude of academic debates which flourish within every area of the discipline. It is not only for a remarkable ability to synthesize - and in this Professor Logan has succeeded very well indeed - but it requires also more than a passing familiarity with a multitude of linguistic and technical skills so necessary for an understanding of Dark Age sources.

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sary for an understanding of Dark Age sources.

It is not only pedants who will be startled by several of Professor Logan's throw-away comments on tenth-century society. We read of Viking invaders of Britain who "were much like the Romans" who had got there before them and of "non-Celtic Picts" - descendants of the builders of chamber-tombs and brochs" in Scotland. We are told that Brian Boru "was never High King of Ireland; there was no such office at that time", and we learn of a pre-Viking "English principality" in Westmorland and Cumberland over which Northumbria "exercised a political hegemony" whose power varied "from situation to situation". All this and more will set the adrenalin of the mildest adders in motion, but before Logan is thrown to the snakes or blood-curdled on the altar of Odin, there is yet much to say in his defence.

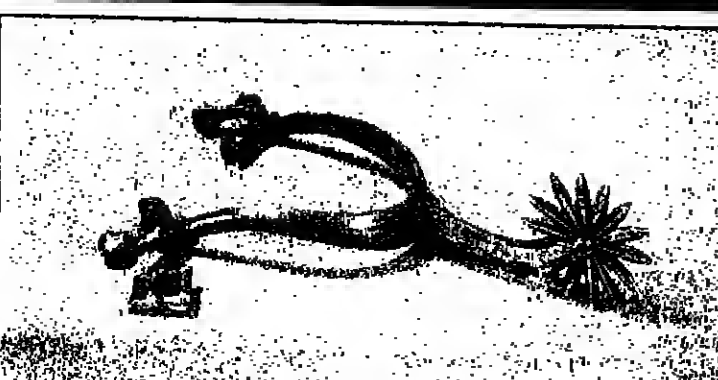
The author's contribution is in the intelligence and common sense which he brings to bear on the evaluation of the historical evidence. He rightly dismisses the now badly dated views of "good guys" - honest traders and long-haired tourists - who got a bad press from the reactionary monks of Christendom, and he sees the question of "vikings: traders or pirates?" as a non-issue. Logan's emphasis on Byzantine evidence for Norse brutality will be welcomed by those of us who have reached similar conclusions from a study of western sources. There was something peculiarly horrific about Norse violence and it was intimately connected with the cult of the Germanic

nic waged upon whom they depended for success in battles. Logan wisely distinguishes between heathen warriors in a state of migration and those accepted Christians. He distinguishes between the impact of heathen Vikings on secular society and their impact upon the church. He argues, too, for a major secondary migration of settlers into England in the wake of the armies of conquest, emphasizing evidence for the presence of Scandinavian women and children among the invaders.

Logan's longship is in serious danger of breaking up when it dares to negotiate those hidden reefs beneath the treacherous waters of the Anglo-Saxon Chronicle. His treatment of the "first raid" on the Dorset coast in 789 might be interpreted as a signal for all prudent mariners to abandon ship, but for those brave enough to lash themselves to the mast, they are rewarded after much alarm by valuable and perceptive comment on Anglo-Saxon history. Alfred's role in the Viking wars is reduced to credible proportions and interesting parallels are drawn between Viking communications along Russian rivers and their possible use of the old network of Roman roads in Britain. This ship does make a safe harbour and in spite of some inevitable defects in detail, we ought to welcome Professor Logan's contribution from Vinland as a valuable addition to the Viking debate.

Alfred P. Smyth

Alfred Smyth is senior lecturer in history at the University of Kent.



The spur of John Hampden who died at Chalgrove field to the English Civil War, taken from *By the Sword Divided: eyewitnesses of the English Civil War* by John Adair (Century, £11.95).

The fall of Kiev

The Crisis of Medieval Russia, 1200-1304

by John Fennell
Longman, £7.95
ISBN 0 582 48150 3

Even those historians seeking a moralism on the use of what they considered to be an overworked and misapplied concept could probably be persuaded to accord John Fennell an exceptional dispensation. For the "crisis" that struck Russia in the thirteenth century was grave by any medieval standard. Indeed, it consisted of two profound crises, the collapse of Kiev and the invasion by the Tatars. And only partial resolution was achieved by 1304, the year of the death of one of the candidates for the succession to his Kiev forerunners, grand prince Vladimir Andreyevich.

Here, and throughout Fennell's book - readers will have to struggle with the patronymic and other family relationships, whose complexity makes the affiliations of the most notorious nineteenth-century Russian novel appear in comparison as simple as those in "Goldilocks and the Three Bears". However, Fennell does not lead us through mazes of blood ties simply in order to demonstrate his genealogical dexterity; impressively though that is. The approach of this scrupulous historian is determined by the nature of the sources in this case the chronicles which talk not exclusively of the deeds of the princes and their progeny. Moreover, the manner in which the leadership of medieval Russia passed from Kiev by way of several other principalities on to Moscow must be explained to a large extent by an examination of these deeds and their context.

Not one of the chronicles received its final redaction in the thirteenth century, and as they all have to be stripped of later accretions to be returned to their original version. They contain stock phrases such as "the devil caused confusion", which means that yet another bout of internecine strife had begun, and "it achieved nothing", which signifies the experience of total failure. The princes are presented as pious and fearless heroes rather than as men of flesh and blood. Yet they are central to any analysis of the crisis, for throughout the thirteenth century, the Kievan system of "succession by seniority" persisted, according to which basically the right to be grand prince passed horizontally from brother to brother, although there were some ramifications and few beyond number.

Just a few of these rulers emerge from the record with something like real personality. To take the most famous of them, Aleksandr Nevsky, differs from the idealization of both Fennell and the chroniclers. Fennell is inclined to cut him down to size, to doubt that Aleksandr was the leader of a national movement against the Teutonic Knights and the Swedes, while attributing to him responsibility for the end of effective Russian resistance to the golden horde of the Tatars.

These notorious invaders receive a more favourable estimate than is customary, appearing as thirteenth-century moderates. Both the physical destruction and the negative impact of the "Tatar yoke", along with the economic aspects of the question given much emphasis by Fennell, in whose view the collapse of Kiev and the ensuing confusion were brought about mostly "by the inertia and devastating conservatism of the ruling class, by their unwillingness and inability to change an outmoded and creaking system, and by the sheer impotence of most of the rulers."

Paul Duker

Paul Duker is reader in history at the University of Aberdeen.

BOOKS

HISTORY

National histories

History of the Balkans

from the eighteenth and nineteenth centuries

volume two twentieth century
by Barbara Jelavich
Cambridge University Press, £25.00 and £9.95 (each volume)
ISBN 0 521 25249 0 and 27458 3
(volume one), 0 521 25448 5 and 27459 1 (volume two)

The greatest single key to an understanding of the political history and inter-state relations of the Balkans in the last century and a half is a grasp of the extent to which national rivalries there, centring on a number of hotly-disputed territorial areas, have influenced and usually overriden all other forces. The imposition since 1945 by Soviet military strength of some degree of enforced political uniformity on much of the peninsula has not ended this situation: Bessarabia, Transylvania, Macedonia, the Dobruja, continue to be sources of antagonism, if partially concealed antagonism, even between Socialist states.

Professor Jelavich is well aware of this circumstance, and most of her chapters, after two introductory ones on the eighteenth century, are divided in the main into sections each of which deals with a particular area or state, tracing events within it during a particular span of years. This has the advantage of clarity and makes it easy for the reader to find quickly, even without using the very adequate index to each volume, what the book has to say on any event or development. It has the corresponding disadvantage that forces and trends which affected the peninsula as a whole and transcended national boundaries, though they are far from ignored, tend at times to become a little submerged in the details of the different national histories.

The story which this study tells is in some ways a melancholy one. The end of Ottoman rule and the triumph of nationalism had great constructive implications which in today's intellectual climate are perhaps too easily underrated. But the gains were counterbalanced by at least some losses. The weakness of the Ottoman realm in the eighteenth century allowed the emergence of destructive warlords in some parts of the Balkans; but it also meant that in many areas a rough-and-ready form of local administrative autonomy, and village communities which were pre-Ottoman in origin and sometimes quasi-democratic in structure, were able to flourish. Whether the

centralized bureaucracies, based on a small and selfish middle class with some access to higher education, with which every independent Balkan state tried to replace these decentralized structures were in any sense an improvement from the standpoint of the ordinary man is another of the important questions of which Professor Jelavich shows herself aware, though it is within the confines of this solid and useful book.

The study's primary concern is with the politics of the region. Economic developments and social changes are not ignored but they receive much less of the author's attention than constitutional developments and party struggles. It would have been useful, for example, to have more information about the background of economic misery and social strain underlying the

civil war which began in 1944 in Greece, or to be given more specific illustrations of the social and economic transformation which most of the Balkan states underwent after 1945 under the Soviet aegis. By comparison the political detail, for example in the discussion of Croat party struggles from the *Nagodbon* 1868 to the outbreak of the First World War.

This ambitious study attempts to provide an up-to-date bird's-eye view of a very large and complex subject. Almost inevitably, it is not totally successful; but it goes a long way towards attaining its objective.

M. S. Anderson

M. S. Anderson is professor of international history at the London School of Economics.

Towards unity

Italy in the Age of the Risorgimento

1700-1870
by Harry Hearder
Longman, £8.95
ISBN 0 582 49146 0

The basic problem facing any author of a general history of Italy before 1861 is how to draw together the histories of the different and independent territorial units which developed so precociously within the peninsula, without forcing them into an artificial and teleological interpretation based upon the inevitable culmination of unity. After all, apart from Mezzini and a small band of his most dedicated followers, nobody believed in Italian unification before 1848 and very few before 1859. Harry Hearder is to be congratulated on facing up to the problem directly by separating discussion of the "national question" from that of developments and life to the individual regions and pre-unitary states.

Almost half of his *History of Italy in the Age of the Risorgimento* is not at all about the Risorgimento in the traditional sense, but about the history of Lombardy (which unfortunately very little on Veneto), Piedmont-Sardinia, the central Italian duchies, the Papal states and the Two Sicilies, from the eve of the French invasion until their disappearance. Each chapter offers a concise political history and a brief sketch of economic conditions and development. Perhaps the main weaknesses are the absence of any overall consideration of Italy's role within the European economy in a period of dramatic changes, or of an explicit discussion of how the economic conditions affected the societies, and hence the political life, of each state. But Dr Hearder has succeeded in bringing to the attention of English readers the very considerable and important research on the Italian economy in the

nineteenth century; and in a sense, his relative omission of discussion of social structure and social relations accurately reflects the lack of research in precisely these fields.

In the central part of the book, on the creation of the nation states, Dr Hearder is moving on more familiar ground, recounting unproblematic events since the actual achievements of Italian independence. The story is an attractive and ultimately romantic one, in a century "short on romance", in Harry Hearder's words. His skill in presenting in a mere hundred pages so clear an account of the multiple and confusing phases and aspects of these eighty years is admirable. His strength is in his ability to place the Italian question in the European context, in his attractive biographical pen portraits, and in the occasional telling phrase (I particularly like Mettemich, "the first doom-watcher of modern times").

Where perhaps he is slightly less successful is in carrying out the pledge of his introductory historiographical chapter, to present the unification of Italy as the result of bitter conflict between Italians rather than the glossy "happy family" ending canonically established by the victorious Piedmontese monarch. Ultimately, although leaving no doubt about the hostility between the leaders, Hearder seems to me to modify, but not overturn, the traditional view of the inevitability of Cavour's triumph, essentially because he denies himself the space to discuss the relative strengths of the opposing movements in terms of their ideologies, social composition and catalytic capacities.

The final section, on the culture of Italy, does not integrate very easily with the rest of the work, despite Dr Hearder's brave attempt to assess Italy's contribution to European culture through a rapid survey of literature, music and the arts.

Stuart Woolf

Stuart Woolf is professor of history at the European University Institute in Florence and at the University of Essex.

Transport before steam

Transport in the Industrial Revolution
edited by Derek J. Aldcroft and Michael J. Freeman
Manchester University Press, £17.50
ISBN 0 7190 0839 5

Whilst transport history, like the history of the railway, implied a quantitative leap in efficiency, taking transport from medievalism to modernity in one bound, has been strongly attacked. Although the precise contribution to growth made by railways is still a matter of dispute, there is a general agreement that pre-railway transport - roads, canals, coastal shipping and ports alike - served the economy better than was once thought. The essays in this book are a up-to-date survey of recent research in transport before steam, much of it first presented in the pages of the *Journal of Transport History*.

The picture which emerges, in aid of the essays themselves, is of the early growth of an enormously intricate and interdependent system keenly responsive to the promptings of the

market. There were, of course, few major innovations in the 150 years surveyed but the steady stream of small improvements in technology and organization cumulatively produced a marked increase in efficiency and kept traffic flowing without undue strain in a period of rapid growth. Gordon Jackson's work on the ports gives a clear picture of the effort and ingenuity which went into the creation of new dock facilities in the major centres such as London and Liverpool; and Philip Bagwell and John Armstrong's pioneering essay on that most neglected topic, the coastal shipping trade, illustrates their importance to the carriage of bulk commodities and their links with road and canal systems.

Perhaps the most interesting and instructive pieces in the collection are the two on roads. William Albert gives an excellent summary of existing work on turnpikes, while John Charlton and Gerard Turnbull's essay on road carriage is more a statement of work in progress (much of it their own) and all the more interesting for that. They demonstrate clearly how innovative road carriers were and how important road transport was to the distribution of high value commodities, before so much quicker and more reliable than either canal or coastal shipping. Estimates of passenger and goods mileage to the road system show impressive growth between 1715 and 1840. The essay suggests that road transport is rapidly being freed from what John Charlton has called the

"binding mud" school of analysis.

Chartres and Turnbull's essay is a flood beginning to an attempt to deliver into the mystic of internal traffic flows before the railway age. Some what in contrast to this Baron P. Duckman's careful and clear survey of canal historiography shows plainly that, if much is known about the finance and construction of canals, studies of canal traffic and other aspects of the economics of operation are still meagre. Why, for example, more canal companies did not become carriers on their own waterways, or why a more integrated system did not emerge are questions which still require a satisfactory answer.

These studies emphasize the special function of each of the different transport modes and, in so doing, they help historians to regard the railway system from a different angle. What is striking about railways is the all-embracing nature of their compulsion, their ability to take over passengers as well as goods, bulk and high value traffic, and to carry exclusively on their own road.

In that sense, whatever the impact of the railways in any particular area of traffic, their coming was a revolution.

Peter Cain

Peter Cain is lecturer in economic history at the University of Birmingham.

History from Oxford

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BOOKS

HISTORY

Social drinking

The English Alehouse: a social history 1200-1830 by Peter Clark Longman, £9.93 ISBN 0 582 50835 5

The importance of alehouses as an institution was noted by Sir William Harcourt in 1872 when he remarked that "As much of the history of England (has) been brought about in public-houses as in the House of Commons". What is perhaps mysterious is why people should have wanted to frequent them in such large numbers. As an observer in 1728 put it:

The vile obscene talk, noise, nonsense and ribaldry discourses together with the fumes of tobacco, belchings and other foul breakings of wind, that are generally found in an ale-house... are enough to make any rational creature amongst them almost ashamed of his being. But all this rude rabble esteem the highest degree of happiness and run themselves into the greatest straits imaginable to attain it.

Dr Clark takes this central institution in English culture, and, building on the pioneering work of Keith Wrightson on the Stuart alehouse, provides us with a fresh view of its development over six hundred years. He draws on literary sources (ballads, pamphlets, diaries, autobiographies), as well as local records (probate inventories, quarter sessions records), governmental archives, brewery papers,

newspapers and unpublished theses. The study begins with an account of the Anglo-Saxon and medieval origins of the alehouse and a concise, statistical account of the incidence of alehouses between 1500-1830. Clark describes the changing size and furnishing of alehouses; the landlords; the customers; the social functions of the alehouse; and alehouse regulation, and points to some significant developments - the change from spiced ale to hopped beer, for example, and the later introduction of new drinks such as spirits, coffee and tea. Alongside these there occurred a growth in the size and comfort of the alehouse as it developed into the specially constructed "pub" of the early nineteenth century. These developments were not, however, unilinear. Thus the functions of the alehouse tended to expand and contract from period to period. By the seventeenth century alehouses were acting as banks, brothels, markets, employment agencies, criminal headquarters, games centres, hotels, shops; during the eighteenth century, with the rise of respectability and shops, many of these functions were lost.

Respectability was another factor that fluctuated. Dr Clark shows that between 1550 and 1660 the alehouse was seen as a threat to family life and public order, that for the next hundred years there was a more relaxed attitude, and that then, alongside rapid industrialization and the French Revolution, the authorities again feared the alehouse and tried to regulate it, a position reversed by the liberalizing Beer Act of 1830.

Dr Clark intends his book to contribute to the wider debate about change and continuity in English society over the last thousand years. His exhaustive study confirms the recent emphasis in English social history on "the broad institutional continuities of English life". "Even during the Industrial Revolution", he says, "much of the core fabric and social role of the alehouse persisted and survived despite being battered and stretched by a concatenation



Mother George, a famous Oxford landlady said by John Locke to have had fifteen children. This painting, from 1690, is reproduced in *The English Alehouse*.

of forces". It seems that, like the English language, the English family and English law, the alehouse may have developed and altered, but it retained a central essence of continuity.

This set of institutions - inn, tavern, alehouse or pub - tells us a great deal about the nature of English social structure over a long period. Alehouses could not have existed in such abundance from at least the thirteenth century without a generally high degree of affluence which enabled people to eat and drink out; a large amount of money at all levels of society which made it possible to purchase food, drink and lodging on the spot; an absence of alternative social groupings

based on kinship within which to spend leisure time; a specialization and division of labour which encouraged the marketing of necessities; a great amount of leisure; and a very considerable geographical mobility which encouraged people to set up places for people to spend the night.

As far as we can see, all these are features of English society over a very long period. Dr Clark's erudite book thus prompts us to consider some much wider issues and consequences of the institution he documents.

Alan Macfarlane

Alan Macfarlane is a fellow of King's College, Cambridge.

ROMAN ARABIA

G. W. Bowersock

The Roman province of Arabia occupied a crucial corner of the Mediterranean world, encompassing most of what is now Jordan, southern Syria, northwestern Saudi Arabia, and the Negev. This history ranges from the fourth century BC to the age of Constantine.

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Professor Bowersock draws upon a wide range of sources, including recent archaeological and epigraphic discoveries and texts in Semitic languages as well as in Greek and Latin. His book will serve as a benchmark for future work on Roman Arabia.

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BOOKS

HISTORY

Ruling the roost

The Chancelleries of Europe by Alan Palmer Allen & Unwin, £18.50 ISBN 0 04940071 1

Both the beginning and the end of Alan Palmer's latest book are marked by the story of a voyage: the first being Cartier's journey to Basle in the winter of 1813-14 to negotiate the coalition to bring down Napoleon, the second being Woodrow Wilson's transatlantic crossing in December 1918 to rearrange the affairs of a European continent which had nearly destroyed itself. Between the congresses of Vienna and Versailles, the great powers of Europe - or their representatives and diplomats, at least - had sought to rule the roost, to keep the smaller fry in order, and to prevent any large-scale, devastating conflict.

The Chancelleries of Europe is Alan Palmer's story of that century of "concert" diplomacy. Originally founded in order to control France, the Concert of Europe was soon being used to attempt to regularize the affairs of Greece and Turkey, of Belgium and of the Piedmont. It was increasingly much looser, of course, than (say) the Security Council of today's United Nations. Not all of the great powers concerned themselves with each issue that arose; and ideological differences - between Tsarist Russia and extreme, and Britain or France at the other - often meant that negotiation instead of cooperation was the order of the day. Furthermore, this system did not prevent the occasional resort to hostilities, although those which did occur (the Franco-Austrian conflict of 1859 and the Austro-Prussian war of 1866) were limited in scope and usually confined to two of the powers; the inconclusive nature of the Crimean campaign confirmed rather than subverted the essentials of this system.

Two main reasons probably account for the relative stability of the European diplomatic scene at this stage. The first was the social and cultural uniformity of its participants, who not only manifested itself in the corps diplomatique but also in the political assumptions of their governments; whatever the ideological divide between, say, Gladstone and the Tans, each believed in "the public law of Europe", which was certainly not the case after 1917 or 1933. The second was the nature of the great-power equilibrium: Prussia and Austria balanced each other within Germany, and together they were in triangular tension with France further west while Britain and Russia, despite the wide rivalries, could function as "flexible powers", preventing a fatal breakdown in the structure.

Yet by the end of the century, as Mr Palmer shows, this mechanism was becoming ever more difficult to maintain. "Fixed alliances à la Bismarck" replaced flexibility with rigidity; loyalties and (more ominously) loyalties to neighbours. Austria-Hungary was decomposing. Social tensions, and more extreme modes of political thought, challenged the entire system. The outbreak of the Great War before not only signalled the failure and collapse of the traditional system, but also witnessed the rise of new forces (democracy, bolshevism, the League of Nations) which openly criticized the century of the "old diplomacy". From now on, so the followers of the secret treaties, unprincipled manoeuvres and calculated deals made by an unrepresentative elite in their own back country houses.

Having written biographies of such leading exemplars of the old order as Bismarck, Metternich, Bismarck and Kaiser Wilhelm II, Alan Palmer is well equipped to describe the diplomacy of the period as a whole. Given the nature of the subject, it is not surprising to discover the strengths of the careers of statesmen and diplomats such as Castlereagh and Bismarck, Salisbury and Lloyd George, and in the intricate web of complex international

events. By contrast, he is not very much interested in the structure of the international system itself, which is the focus of F. R. Bridge and R. Bullen's *The Great Powers and the European States System 1815-1914* and, even more, of Harold Hinsley's *Power and the Pursuit of Peace*. Nor is he too concerned with the domestic context of foreign affairs, which has attracted so much recent attention from historians. Nevertheless, this new study, based upon a wide reading of secondary sources together with some original archival materials, will nicely complement the earlier books in this field.

The Chancelleries of Europe is, as a title, neither the most obvious nor the most inherently attractive to the general reader for which Mr Palmer normally writes. It might well imply a study which is essentially architectural or, worse still, bureaucratic-institutional in scope. In fact, it is a pleasant, balanced survey of European diplomatic relations and of the "chaps" who carried out that diplomacy in its classical period. Easy to follow, it can be recommended both to undergraduates and to anyone interested in great-power relations in the nineteenth century.

Paul Kennedy

Paul Kennedy is the Dilworth Professor of History at Yale University.

Ancient rift

Catholics and Sultans: the church and the Ottoman empire 1453-1923 by Charles A. Frazee Cambridge University Press, £30.00 ISBN 0 521 24676 8

On May 29, 1453 the ancient city of Constantinople surrendered to the armies of Sultan Mehmet II. That fall marked the end of the most sustained attempt ever made to embody Christian values within a theocratic state. Its imperium stretched back to Constantine himself, the "thirteenth apostle" whose gigantic statue was crowned with a nimbus in which was embedded one of the nails which had pierced the flesh of God on Calvary.

This disaster was watched with almost universal indifference in the west. The Council of Florence had patched up the ancient rift between the Greek and Latin churches, but the marriage never formalized had never been consummated. The princes and states of Europe cared nothing about the Greeks, whom they thought of as heretics, and the ideal of Christendom weighed very little in the scales against the realities of economics and power. While the Pope and the Greek Cardinal Bessarion appealed to Europe for crusades, the Republic of Venice, the self-styled bosom of Christianity, was concluding a secret trading agreement with the sultan as understanding never entered into alliance against him. Plus ça change.

Professor Frazee's book covers the whole Turkish empire, and a period of almost five hundred years. Inevitably it is episodic, an encyclopaedia to be consulted rather than a story to be read. His sources are assembled from a huge variety of printed materials, from seventeenth-century travel narratives to scores of nineteenth and twentieth-century scholarly articles (four languages). It is emphatically a westerner though he writes with so even hand. We get little sense of the orthodox view of the issues, and no sense at all of the workings of the Islamic authorities. But these drawbacks are determined by the available materials, and do not detract from the value of this impressive exercise in synthesis. If the matters covered prevent overall coherence, and Frazee attempts no real argument, the individual issues are treated in sections which are models of compression and narrative lucidity, and the notes and bibliography provide an exhaustive guide to the principal authorities.

This is a book which will be required reading not only for students of Catholic-orthodox relations, but for all those who seek to understand the mental world of counter-reformation Catholicism.

Eamon Duffy

Dr Duffy is a fellow of Magdalene College, Cambridge.

Europe since 1870

The third edition of James Joll's *Europe since 1870* has been published by Penguin at £3.95. First published in 1973 the book was last revised for the first Penguin edition in 1976. The new edition takes in new material in the last two chapters.

with expansionist energy. Wave after wave of missionaries were despatched from Rome to the orthodox churches of the east, their energies turned towards proselytizing among the Greek Christians rather than to converting Muslims. The Catholic church paid lip-service to the notion that provided belief was sound, rites and customs might vary, and as early as the reign of Leo X a Greek college was established in Rome to further knowledge of eastern ways.

In practice however Rome was in no haste to Latinize. Western missionaries were never able to decide between the alternative policies of reconciling whole churches to Rome while leaving their liturgies and customs intact, or of aiming at individual or group conversions to Latin ways. Where converts were made, Rome often tried to enforce total separation from their former fellow-orthodox, thereby isolating the converts from what was often the only regular worship available to them, and exposing them to the suspicious scrutiny of the Turkish authorities.

There were exceptions to all this. The Jesuit missionaries to Mexico in the 1630s ministered indiscriminately to both orthodox and Latin Christians, preaching and giving the sacraments to all who asked, demanding only a private declaration of faith from converts and requiring no separation from orthodox worship. Welcomed and assisted by the orthodox clergy and their Metropolitan, the realism of the Jesuits on Mexico and the neighbouring islands showed what might have been achieved had Christians been able to sink differences in the face of a common enemy.

As it was, Rome exercised a powerful attraction over many orthodox bishops, and a surprising number sent declarations of Catholic faith, and received papal recognition. Their motives were mixed. Genuine conviction, longing for an alliance with the greatest surviving symbol of Christian vitality, desire for the protection of France, the one great European power with influence in Ottoman territory, search for personal advantage in local power-struggles - all these played their part, often with the same man. Rome hoped by such negotiations to win over whole churches, but the result was in fact the creation of pale "light" churches, the so-called "Uniate" churches, all over the orthodox world, retaining (more or less) traditional customs but subject to Rome. They were universally despised, hated by their orthodox compatriots as apostate, distrusted by their Latin coreligionists as only half-Catholic. Many of their leaders were among the minority who voted against papal infallibility at the first Vatican Council, and not till the 1960s did they begin to emerge from the position of poor relation.

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(13982)

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